



Policies and Procedures

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Introduction:

Stars Day Nurseries Limited was established in 2003 and is currently the leading childcare provider in the Peterborough area committed to offering quality, flexible and affordable childcare to families. Our settings offer support and guidance to families throughout their child's early years with a focus on multi-agency working alongside the many Early Years services in Peterborough. Our settings' main aims are to guide our families throughout their child's formative years and onwards, through to their transition into Primary School.

Our provision is committed to providing a stimulating learning environment for all children using the Early Years Foundation Stage framework for care, learning and development. Our education programmes are focused on improving children's outcomes, nurturing their individuality, and stimulating their minds within a warm and caring learning environment.

Stars Day Nurseries are a vibrant and forward-thinking company. We offer our dedicated team of Early Years Professionals the chance to make a real difference in young children's lives by supporting individual personal development and training needs and by nurturing a supportive inclusive ethos across our settings. Our aim is to continue to build and maintain a team of Early Years Professionals committed to quality and excellence in the Early Years sector.

Whilst we do not want to be overly confined by rules, like any educational setting, it is necessary for us to have a framework of policies and procedures that inform and continue to remind us how we do things, and let you know what is expected in a clear and transparent manner.

This Policies and Procedures Handbook sets out our process and provision related policies and procedures which apply to all employees and clients of Stars Day Nurseries. It is, therefore, important that you familiarise yourself with its contents.

A copy of the Policies and Procedures Handbook will be retained in the office at each Stars Day Nurseries setting and is available from the setting manager or from Head Office on request. You can also find it on our website at www.starsdaynurseries.co.uk

If you have any questions regarding the content of this Policy and Procedure Handbook, or regarding provision within a specific Stars Day Nurseries setting, please do not hesitate to talk to your setting manager.

Stars Day Nurseries Mission Statement

At Stars Day Nurseries we believe in creating a culture and environment where every child in our care can explore, investigate, and experience what life has to offer, through play-based learning experiences.

We recognise that Children can reach their full potential when they are supported by positive, experienced talented educators who harness the spirit and interests of the child, challenging and encouraging them on their learning journey.

We value and recognise that children learn best when their parents/carers contribute and have a voice in their child's development.

We encourage our staff to have fun and be the best they can be, through support, training, mentoring and play based experiences with the children.

Stars Day Nurseries Core Values

Positive, safe environments - We are committed to providing an uplifting and positive atmosphere for our children and staff, a fun learning experience in a secure, safe, and loving environment.

Leadership – We are committed to leading, developing, mentoring, and empowering our children and our staff.

Excellence – We are committed to achieve the greatest levels of excellence in childcare, in education and in everything we do; being highly professional, innovative, creative, efficient, and effective.

Respect – We are committed to building strong, healthy relationships with each other, our children & their families, along with the community through communication and understanding of the cultures around us.

Integrity – We are committed to carrying out our mission.

Development – We are committed to ensuring all our children and employees continue to develop and learn enabling them to reach their full potential.

The Aspire Approach

Aspire is focused on ensuring the requirements of the Early Years Foundation Stage Statutory Guidance (DfE, 2023) are met across all our provision.

With an emphasis on transparent policies and procedures; a commitment to supporting staff wellbeing; and a determination to deliver meaningful training and development opportunities to all staff, we endeavour to equip our staff teams with the skills and knowledge they need to provide outstanding care and learning to our children and families. Aspire embeds an understanding of child development, meeting the needs of every individual child through quality interactions and extended learning opportunities.

Our policies and procedures are linked to the Aspire Approach, ensuring a clear focus on our curriculum is embedded within every policy and procedure. Our clients and our employees can find out more information on the Aspire Approach from the setting manager or from our Head Office.

Responsibility for Implementation of our policies

The Setting Manager

Name:

Contact Number:

Email:

Stars Day Nurseries Directors

Contact Number: 01733 309877

Email: info@starsdaynurseries.co.uk

Impact

The effectiveness of our policies is analysed by Stars Day Nurseries through the company audit process and through management reporting guidelines. We welcome feedback from clients and our employees and complete annual policy reviews to ensure our policies are robust, fit for purpose and up to date with current UK Government legislation.

Quality of Teaching – Aspire and the Early Years Foundation Stage

Policy Intent

Stars Day Nurseries have a clear approach to the implementation of the Early Years Foundation Stage within our settings. The Aspire Approach is based on the values of our mission statement:

We believe in creating a culture and environment where every child in our care can explore, investigate, and experience what life has to offer, through play-based experiences.

We recognise that children can reach their full potential when they are supported by experienced talented educators who harness the spirit and interests of the child, challenging and encouraging them on their learning journey.

We value and recognise that children learn best when their parents/carers contribute and have a voice in their child's development.

Aspire

The five strands of Aspire support the foundations of the Early Years Foundation Stage in the UK (DfE, 2023) and unite children, their families, and our staff team, ensuring outstanding care and learning for every child and providing a framework for excellence across our settings.

The EYFS Statutory Guidance

1.3. There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

1.4. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving. These are the prime areas:

- communication and language,
- physical development,
- personal, social, and emotional development.

1.5. Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy,
- mathematics,
- understanding the world,
- expressive arts and design.

1.6. Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

Implementation

Aspire is focused on ensuring the requirements of the Early Years Foundation Stage Statutory Guidance (DfE, 2023) are met across all our provision. With an emphasis on transparent policies and procedures; a commitment to supporting staff wellbeing; and a determination to deliver meaningful training and development opportunities to all staff, we endeavour to equip our staff teams with the skills and knowledge they need to provide outstanding care and learning to our children and families. Aspire embeds an understanding of child development, meeting the needs of every individual child through quality interactions and extended learning opportunities.

The four guiding principles of the Early Years Foundation Stage (DfE, 2023) underpin Aspire:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- children learn to be strong and independent through positive relationships.
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates.

Aspire supports the seven Early Years Foundation Stage Learning and Development Areas (DfE, 2023) Each area of learning and development is implemented through purposeful play.

Children naturally play and explore the environment they are in. Practitioners provide challenging and awe-inspiring environments that stimulate children's imaginations and foster learning. Understanding how children learn is incredibly important. The EYFS states:

"In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately."

Stars Day Nurseries Ltd practitioners follow children's interests and ideas, and use "In the Moment Planning" to extend children's learning. By reflecting on the way children learn practitioners guide their own interactions and teaching to support children individually and enable their learning and progress. Aspire balances child initiated In the Moment Planning with adult initiated Teachable Moments, thus ensuring children are excited to learn and play with what they know and enjoy; and inspired to learn new ideas and concepts from experienced practitioners teaching new skills and knowledge.

The five strands of Aspire are:

Learn	We aspire for our children to <u>learn</u> about themselves, their communities, and the environment.
Achieve	We aspire for our children to <u>achieve</u> through Early Intervention and Inclusion, through learning Language for Life, and through early teaching experiences.
Protect	We aspire to <u>protect</u> our children through our policies, procedures, and multi-agency work.
Develop	We aspire to <u>develop</u> our children through a commitment to our staff teams of monitoring performance, providing training and development opportunities, supporting wellbeing and in recognising quality practice and teaching.
be Ready	We aspire for our children to <u>be ready</u> for their next step in life, through supporting independence, learning valuable life skills, and developing confidence in themselves and their abilities.

Management Teams embed the Aspire Approach throughout their provision. Stimulating indoor and outdoor environments and skilled practitioners ensure children make rapid progress while having fun in play-based experience.

Practitioners are trained in successful implementation of Aspire to ensure each of our settings are consistent in their approach. We fully support practitioner's desire to learn and develop

their knowledge and offer tailored training and support to each individual staff member based on their current identified needs together with setting, or company-wide training goals.

Our community focus enables Aspire to fulfil its commitment to supporting children and families and developing trusting relationships within the community. Parents and carers are key to the success of Aspire. The Approach ensures partnership working is a focus for families and for Early Years Professionals, delivering swift and effective support for every child's needs.

The Aspire Approach supports Stars Day Nurseries Ltd vision, quality childcare in the community, with a clear focus on children, families, and our staff teams.

Quality of Teaching: Effective Teaching in the Early Years

Policy Intent

Stars Day Nurseries recognise that children learn in different ways and at different rates. Our aim is to support all children to attain their maximum potential within their individual capabilities. Our experienced practitioners are taught the skills needed to extend children's learning through quality interactions and engaging provision in the indoor and outdoor environment.

Aspire

We recognise that children can reach their full potential when they are supported by experienced talented educators who harness the spirit and interests of the child, challenging and encouraging them on their learning journey.

The EYFS Statutory Guidance

1.1 Early years providers must guide the development of children's capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.

Implementation

We provide a positive play environment for every child, so they may develop good social skills and an appreciation of all aspects of our multi-cultural society. We ensure equality of opportunity for all children and celebrate diversity. Provision is based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve. We support and enhance children's learning and development holistically through play-based provision and through a balance of adult-led and child-initiated opportunities both indoors and outdoors.

We maintain a personalised record of every child's development through our online system, showing their abilities, progress, interests, and their next steps for learning. The Statutory Framework for the Early Years Foundation Stage (DfE, 2023) states:

"Assessment plays an important part in helping parents, carers, and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share."

"Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence."

With this guidance in mind, we ensure that our assessments of children's learning and development are simple, secure, and effective. Children's assessments are audited by our Head Office Team each term.

Formative assessment procedures in Stars Day Nurseries are:

- Photographs and videos,
- WOW moments,
- Targeted observational evidence for SEND, and Speech and Language as required to support individual Speech and Language Intervention, the Early Help Process and a child's Education and Health Care Plan.

Supervision ensures formative assessment processes are accurate. They also enable the Key Person and Management Team to gain an overall picture of the child's current learning and development and assess progress made since starting point assessments.

Formative assessment is supplemented by summative assessment to evaluate the impact that practitioners have on the progress children make in their learning this includes:

- assessment on entry, including parental contributions,
- two-year-old progress checks, including parental contributions,
- transition summative assessments when a child moves setting or to Primary School,
- the Early Years Foundation Stage Profile (where applicable).

We acknowledge parents as primary educators and encourage parental involvement. We build strong home links to enhance and extend children's learning both within the setting environment and in the child's home.

We share information about our Aspire Approach with parents and signpost them to further support via our online parent app, our website, emails, leaflets, displays and newsletters.

Outdoor Play

Stars Day Nurseries are committed to the importance of daily outdoor play and the physical development of all. We provide outdoor free flow play in all weathers. There may be situations and scenarios where free flow is adapted to ensure children's safety and wellbeing. Our outdoor areas are accessible to children with learning difficulties and disabilities, ensuring inclusivity of the outdoor area.

We recognise that children need regular access to outdoor play to keep fit and healthy, develop their large and fine motor skills, experience learning in a natural environment and access sunlight to absorb vitamin D more effectively. Our outdoor areas have a wealth of experiences and resources which help children to develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem, all of which support children to develop skills now and for the future. The benefits of outdoor play are shared with families by setting Managers, supporting documentation can be found at [Supporting Children- Building futures — Stars & Sparkles Foundation \(starsandsparkles.uk\)](https://starsandsparkles.uk)

We ensure all areas are safe and secure through close supervision and the use of robust risk assessments and safety checks. Where possible and appropriate, we plan and encourage play that helps children understand and manage risks. This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

We use in the moment planning in our outdoor play opportunities providing children with purposeful continuous provision that supports and follows individual children's interests. There is a balance of both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge, and behaviours.

Quality Practice

As part of our quality practice, we ensure children receive the highest quality care and education by:

- Having high expectations for all children so they can achieve the best outcomes.
- Building close attachments with children so they feel safe, secure, happy and can thrive.
- Developing close relationships with families so together we can best support the child's individual learning and development.
- Implementing the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS).
- Ensuring that the EYFS learning, and development requirements are embedded including providing the Aspire Approach curriculum that is underpinned by the EYFS principles, educational programmes and seven areas of learning and development.
- Reflecting on all areas of practice and striving towards the Ofsted grade descriptors for Outstanding quality indicators.
- Having a highly qualified, skilled staff team that understand what is meant by high quality practice and how to deliver this. Deploying staff appropriately to meet the individual needs of all children.
- Creating and achieving Stars Day Nurseries quality vision, mission, and outcomes.
- Consistently delivering high quality practice and teaching that makes a difference to children's daily experiences.
- Ensuring a solid understanding of the importance of pedagogy and child development amongst all practitioners.
- Ensuring that the environment, resources, and provision is of high quality both indoors and out; monitoring resources and equipment ensuring these are risk assessed and fit for purpose.
- Providing children with wonderful experiences and opportunities giving them the best start in life.
- Valuing continuous professional development for all staff and accessing a variety of training and development to support the needs of the children.
- Evaluating the effectiveness of training and the link to better outcomes for children.
- Ensuring all staff are confident and supported in their roles and have the training and skills they need to be able to perform their roles.
- Conducting regular supervision meetings with all team members to ensure all staff are supported to be the best they can be.
- Using peer on peer observations to share, discuss and improve practice across the setting.
- Managers undertake walkarounds to reflect on the impact of practice, provision and the curriculum.
- Engaging with families and carers and supporting the home learning environment.

- Operating a robust and embedded quality improvement and evaluation process across the whole setting that includes all parties such as practitioners, children, parents, and external partners.

Quality of Teaching: Special Educational Needs and Disabilities

Policy Intent

Stars Day Nurseries are committed to the inclusion of all children. We have high aspirations for children and believe they have the right to be cared for and educated to develop to their full potential. We provide a positive and welcoming environment where children are sensitively supported according to their individual needs, and we ensure no child is discriminated against or is disadvantaged because of those needs.

We are committed to working alongside parents to ensure their child's individual needs are met and if necessary, to making reasonable adjustments to enable every child can make full use of the setting's facilities. All children have a right to access a broad and well-balanced early learning environment and curriculum.

Aspire

We aspire for our children to **achieve** through Early Intervention and Inclusion, through learning Language for Life, and through early teaching experiences.

The EYFS Statutory Guidance

3.68. Providers must have arrangements in place to support children with SEN or disabilities. Maintained schools, maintained nursery schools and all providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs Code of Practice. Maintained schools and maintained nursery schools must identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO) and other providers (in group provision) are expected to identify a SENCO.

Implementation

Stars Day Nurseries will:

1. Operate a child centred approach to the care and education of children with additional needs or disabilities.
2. Identify and provide Early Intervention for children with additional needs or disabilities.
3. Abide by the statutory requirements of the Legislation in place in the UK in supporting children with additional needs or disabilities such as the SEND Code of Practice
4. Nominate a SENCO in each setting with lead responsibility for the implementation of this policy.
5. Provide appropriate training, support and development opportunities for staff working with children who have an additional need or disability.

Early Identification

Stars Day Nurseries implement the Graduated Approach in our settings to ensure there is no delay in making any necessary adaption to provision to meet a child's needs. Early identification is promoted across the setting with practitioner's focused on ensuring both formative assessment (in the form of observational evidence) and summative assessment (in the form of supervision assessment and the 2-year progress check) are embedded in practice. Early Identification is critical to a child's future outcomes and their preparation for later life.

The Graduated Approach contains four cyclic stages of action:

1. Assess – the key person will undertake an assessment and analysis process of the child's needs. These will be shared with the SENCO and the child's parents.
2. Plan – the key person, SENCO and the child's parents will agree outcomes for the child and make written Targeted Support Plans for the interventions and support they intend to put in place. The child's voice should be evident within these plans. The plans should clearly state the expected impact on progress, development and behaviour and the date that these plans will be reviewed.
3. Do – the key person and the parents will be responsible for the implementation of the Targeted Support Plans on a daily basis, and the SENCO will oversee the process, checking in with the key person when targets are actioned and ensuring that appropriate records of daily interventions are in place. The SENCO and the key person will keep the parents fully informed during this stage of the Graduated Approach and will provide guidance and support to enable the parents to continue the plans in the home environment.
4. Review – the key person and the SENCO will hold review meetings with the parents to assess the effectiveness of the Targeted Support Plans and ascertain progress towards outcomes identified for the child.

It may be necessary to seek guidance from the Local Authority SENCO. The SENCO will attain written permission from parents to contact the Local Authority SENCO through the Local Authority referral process. Once actioned the Local Authority SENCO may visit the setting to observe the child and support the setting in the Assess, Plan, Do, Review approach.

Where a child's progress continues to cause concern an Early Help Assessment will, with parental consent, be initiated. Early Help Assessment is completed in partnership with parents and aims to identify support needed and target interventions quickly. This could mean a referral to a paediatrician or an occupational therapist for example. The child's voice should be evident within the Early Help Assessment. For further information on the Early Help Process in Peterborough please see the links at the end of this policy and Stars Day Nurseries procedure for completing an Early Help Assessment. Parent views are always considered, and the SENCO supports parents to initiate Early Help Assessments upon their request.

Education Health Care Plan (EHCP)

"An EHCP is for children and young people up to age 25 who need more support than is available through special educational needs support. EHCP's identify educational, health and social needs and set out the additional support to meet those needs." (UK GOV (A), accessed online September 2021)

Children in receipt of an EHCP when enrolling at the setting will be supported in the setting using the EHC criteria stated in the plan. These will be reviewed in setting by the Key person, SENCO, and parents every 6 weeks, and formally with the Local Authority every 12 months.

Children with an EHA may also need further support in the form of an EHCP. In these cases, the setting will initiate (with parental consent) an EHCP. An EHCP is completed in partnership with parents and aims to identify support needed for the child and the benefits this support will have on the child's outcomes. The child's voice should be evident within the Education Health Care Plan. For further information on EHCP's please see the links at the end of this policy and Stars Day Nurseries procedure for initiating an EHCP.

The SENCO

The role of the SENCO is to take the lead in the Graduated Approach in the setting. Through assessment of the child's strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. The SENCO should ensure appropriate records are kept including a record of children's targeted support, Early Help Interventions and Education and Health Care plans. The key person usually responsible for the child will remain responsible for working with the child daily, planning and delivering an individualised programme as agreed as part of the Graduated Approach.

Supporting children and families

"The Local Offer gives children and young people with special educational needs or disabilities (SEND) and their families information about support and services in Peterborough." (The Local Offer, accessed online September 2021)

Stars Day Nurseries aim for inclusive partnership working with parents. We are committed to ensuring children and families have the support they need to achieve and progress in our settings. From enrolment through to transition to primary education we aim to involve parents every step of the way and we value the input families have in our settings.

Our admissions policy details our enrolment process and criteria for admissions. Each child with an EHCP will be individually assessed before admission to ensure the setting can meet the child's needs.

Supporting children with medical conditions

Stars Day Nurseries recognise that children in our settings with medical conditions should be properly supported so that they have full access to the teaching and learning environment. We abide by the duties of the Equality Act 2010 and ensure support mechanisms are in place for each child's needs. We are focused on meeting the individual needs of children in our care and we reserve the right to assess those needs and the ability of the setting to meet those needs before enrolment. We ensure staff are fully trained to administer medicines and medical interventions by suitably trained professionals. Health Care Plans, risk assessments and emergency evacuation procedures are in place for each child with a medical condition. Our medication policy details systems in place for effective delivery of medicines to children in our care.

Monitoring and evaluation of SEND provision.

SEND reviews are regularly undertaken as part of Stars Day Nurseries monitoring processes:

1. The SENCO undertakes daily checks of targeted interventions and regular reviews of SEND provision with the Key Person and child's families.
2. The Local Authority SENCO undertakes regular reviews of targeted interventions and offers support and guidance to the SENCO and Key Person.
3. The Senior Management Team undertake SEND Reviews and Audits within the settings and report findings and actions to the SENCO and setting management.

The SEND Inclusion Fund

Children with EHA's and EHCP's in place may be eligible for SEND funding from the Local Authority. SENCO'S are responsible for:

1. Requesting SEND funding from the Local Authority.

2. Liaising with Head Office to ensure receipt of SEND funding.
3. Ensuring the Key Person documents the allocation of the SEND Inclusion Fund and reviewing this for accuracy and pertinence to the child's individual needs.

Disability Access Funding

If children are in receipt of disability living allowance (DLA), the setting is eligible to receive Disability Access Funding. The SENCO will be responsible for:

1. Liaising with parents to request the Disability Access Funding from the Local Authority.
2. Liaising with Head Office to ensure receipt of Disability Access Funding.
3. Ensuring the Key Person documents the allocation of the Disability Access Funding and reviewing this for accuracy and pertinence to the child's individual needs.

Staff Training

Stars Day Nurseries carry out regular supervisions and peer observations with staff which ascertain individual training and development needs. Once a SEND training need is identified the staff member will be booked onto the appropriate training by Head Office.

Staff receive SEND guidance and training on induction and thereafter receive regular updates from Managers of SEND implications and good practice in the setting. SENCO's will receive further training on the Graduated Approach and Local Authority procedures; and are encouraged to participate in training to further their knowledge to ensure they can meet the needs of the children in the setting. All staff in the setting will receive medical training as appropriate to meet the needs of specific children.

Storing and Managing Information

The setting SENCO is required to keep full records of Early Intervention processes, funding requests and allocation, parental consent, and children's medical reports. A "yellow" SEND folder with a clear chronology of Early Intervention events is initiated for every child commencing on Early Intervention or with an EHA or EHCP in place. The setting SENCO is responsible for the maintenance of these records and all information received is shared with the Key Person.

Transition to Primary Education

Stars Day Nurseries work in partnership with families and schools to provide seamless transitions for children with SEND. Details of the Transition process are in our Transitions policy.

Accessibility

Stars Day Nurseries ensure our settings are accessible to all children and families by providing tailored environments to meet individual needs.

Quality of Teaching: Language Acquisition

Policy Intent

Stars Day Nurseries are committed to valuing the language and cultures of all children and families. We endeavour to promote a positive attitude towards bi and multilingualism and provide opportunities for the development of the child's home language.

Aspire – A framework for the delivery of the Early Years Foundation Stage Curriculum

Aspire to achieve - Children are given opportunities to develop their communication and language, they are supported to develop both a love for language and the skills to communicate effectively in both English and their home language.

The EYFS Statutory Guidance

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and, echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

1.13 For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin year 1. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Implementation

Stars Day Nurseries understand the importance of children being confident and skilful communicators and we work alongside families to ensure each child reaches their full potential in communication and language. The EYFS (DfE, 2023) details how children should experience a rich language environment; develop their confidence and skills in expressing themselves; and speak and listen in a range of situations during their early years. The communication and language early learning goals are:

Listening, Attention and Understanding

Children at the expected level of development will:

- *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.*
- *Make comments about what they have heard and ask questions to clarify their understanding.*
- *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.*

Speaking

Children at the expected level of development will:

- *Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.*
- *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.*
- *Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.*

Children are expected to achieve these early learning goals by the end of reception when they have turned five years old. Stars Day Nurseries practitioners offer children speaking and listening opportunities through everyday conversation and by modelling speech and language skills.

Practitioners in our settings use a range of techniques to support language acquisition, these include:

- Getting a child's attention and making eye contact by getting down to the child's level.
- Speaking clearly and calmly.
- Using age-appropriate, simple language.
- Repeating or modelling what the child has said.
- Repeating sentences back to children, extending what they have said.
- Describing and commenting on what is happening and what children are doing.
- Listening carefully when children are talking and being patient, so they have plenty of time to respond and find their words.
- using gesture, tone of voice and facial expressions.
- using effective questioning but being careful not to over question the child or use closed questions.

Stars Day Nurseries offer experiences and opportunities for young children to develop their speech and language skills. Continuous provision in our settings promotes language rich environments and includes:

- Sharing stories every day, talking about characters and illustrations and what may happen next.
- Singing songs, nursery rhymes and lullabies.
- Describing and guessing games.
- Small group times offering children opportunities to practice speaking and listening with their peers.
- Role play opportunities.
- Using puppets, soft toys, and investigation baskets.

- Using technology to support language development.
- Offering real life cultural experiences for children to share their own experiences of their families and home lives.

Speech, language, and communication Early Intervention

Stars Day Nurseries practitioners receive training to identify when a child has a speech, language, or communication difficulty. Practitioners understand how to support children and use Every Child a Talker programme to identify developmental concerns and implement strategies to support children. SENCOs are trained to signpost families to the Speech and Language Referral Service and follow up referrals with targeted interventions to meet the child's individual needs. Practitioners work closely with parents to help children get the right level of support.

Children with speech, language and communication delay may have difficulties with fluency, forming sounds and words, formulating sentences, understanding what others say and using language socially. Language difficulties can affect children learning and accessing the curriculum and can impact on emotional development resulting in behavioural difficulties and problems forming friendships. Stars Day Nurseries use a range of strategies to develop speech, language, and communication skills such as:

- The Teddy Talk Test.
- Big Mouth activities.
- The 100 words list.
- Intensive interactions.
- Communication groups.
- Sign language.
- Pic toys.
- Pecs (picture exchange communication system) – under guidance from speech therapists.

Children with English as a Second Language

Stars Day Nurseries understand that young bilingual learners may need time to observe, tune into the new language and try out things that are unfamiliar.

Children need to have books and stories that have some link with different cultures, clear illustrations, repeated actions, and language patterns and offer visual support in the form of pictures, puppets, and real objects. Practitioners repeat key vocabulary and phrases and teach the English language using a variety of strategies to meet the needs of the individual child.

The EYFS (DfE, 2023) states: “For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS.”

Practitioners are encouraged to learn key words and phrases in children's home languages and bilingual employees support children and staff to promote home languages in the setting.

It is vital to remember that each child will have a unique background and will be at a different stage of learning English, therefore our practitioners offer support which reflects the language development and individual needs of each child.

Stars Day Nurseries settings support children learning English with language rich environments that are rich in opportunities for social and language development. We do this by:

- Providing dual language books.
- Providing books and stories in other languages and about other cultures.
- Sharing stories or fairy tales from different cultures.
- Asking parents to make recordings of songs, stories, and rhymes in their home language.
- Inviting parents to help with story-telling sessions.
- Displaying home language print in our role play areas e.g., food boxes and picture displays.
- Having books, posters, toys, and puzzles that reflect positive images of different cultures.
- Providing musical instruments and music from around the world.
- Providing dressing up, role play and small world figures that reflect different ethnic cultures.
- Providing cooking experiences using recipes/ingredients from different cuisines.
- Celebrating festivals from around the world.

It is vital to remember that speaking more than one language is an asset and encouraging continued development of a child's first language supports the child's learning, wellbeing, and sense of identity.

Stars Day Nurseries Managers ensure that children learning English as an additional language or children with speech, language, and communication delay, receive consistent support across all areas of the provision and that there is equitable and inclusive provision for all children. They promote strong partnerships with families, provide support and training to staff and manage transitions effectively by sharing information (with parental consent) with schools and other care providers.

Quality of Teaching: Transitions

Policy Intent

Stars Day Nurseries recognise young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.

Some examples of transitions that young children and babies may experience are:

- Starting early years education.
- Moving between different rooms within a setting.
- Moving setting and entering Local Authority care
- Starting school or moving setting.
- Family breakdowns.
- New siblings.
- Moving home.
- Death of a family member or close friend.

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.

Aspire

Children are taught the Life Skills they will need to thrive as independent individuals throughout their lives within the home, at school and in the community.

Implementation

Transitions into the setting

Inclusion

Our admissions policy ensures we do not discriminate against any child based on sex, age, gender reassignment, disability, race, religion, or belief. We endeavour to meet the individual needs of every child in our care, and we are committed to supporting families in providing a stimulating learning and care environment for children with Special Educational Needs and Disabilities. Wherever possible, children with medical or other special needs are offered a place, considering their individual circumstances, the settings ability to provide the necessary standard of care and the availability of specialist help from external agencies.

Admissions criteria:

Each setting has a maximum number of places available to children, these are part-time equivalent (pte) places. As a guideline we aim to provide 10% of these part-time equivalent (pte) places to children with SEND.

We will offer a place provided that:

- a) The place is available until the child reaches school age.
- b) The setting is confident that the family are willing to comply with our terms and conditions of enrolment.
- c) The child has no medical or other special need that the setting is unable to provide for effectively, despite making reasonable adjustments and/or seeking specialist help from external agencies.

When all child places are full a waiting list will be operated. Children will be admitted on a first come first served basis, subject to the following exceptions:

- Siblings of children already registered at the setting will be given priority.
- Full time bookings will be given priority over part time bookings.

Open session prior to enrolment

Stars Day Nurseries hold open sessions in their settings for families to attend prior to enrolment. These enable families to meet the staff team and look around the setting. During these sessions we will provide information of setting policies and procedures, enrolment processes, the Early Years Foundation Stage, and our Aspire Approach. Stars Day Nurseries do not charge families to attend these sessions.

Settling in sessions

We recognise that starting nursery may be difficult for some children and their families. We support each child to settle into the setting by providing a staggered approach to sessions. This will depend on the individual settings and more information can be obtained from the setting Manager. Before a child starts to attend the setting, we use a variety of ways to provide their family with information. These include written information (including our prospectus and policies) and displays about activities available within the setting. We also explain the process of settling in with the family.

We aim to work with families to provide the best possible care and learning environment for your child. On enrolment we will invite you in to meet your key person and discuss your child's current stage of learning and development. We hope that parents will work alongside our key person to share information on health and care needs, dietary requirements, learning needs, behaviour, and children's interests. Stars Day Nurseries are committed to open and honest communication with families, and we use this information to support your child's individual needs within the setting.

We allocate a key person to each child and their family before they start to attend; the key person welcomes and looks after the child at their first session and during the settling-in process. Settling in sessions are vital to ensuring your child settles quickly into the setting. Your child's key person will be with them throughout their settling in period to ensure your child feels comfortable and to build their relationship with both you and your child. Your key person will support you to share information about your child's interests and development and will discuss the setting routines and policies with you.

We recognise that some children will take longer to settle in than others. We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when they arrive, goes to them for comfort and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.

Moving rooms

When a child is ready to move to a different room in the setting, we follow the process set out below and work with the parents to ensure this is a seamless process in which the child is fully supported at all stages. This may include a handover meeting between the existing key person, new key person and parents.

- The child will spend short sessions in their new room prior to the permanent move to enable them to feel comfortable in their new surroundings.
- The child's key person will go with the child on these initial visits to enable a familiar person to be always present. A key person in the child's new room will be allocated to receive the child and liaise with the previous key person.
- Wherever possible groups of friends will be moved together to enable these friendships to be kept intact and support the children with the peers they know.
- Parents will be kept informed of all visits and the outcomes of these sessions e.g., through photographs, discussions, or diary entries.
- Only when the child has settled in through these taster sessions will the permanent room move take place. If a child requires more support this will be discussed between the key person, parent, manager, and room leader of the new room to agree how and when this will happen. This may include moving their key person with them on a temporary basis.

Starting school or moving childcare providers

Starting school is an important transition and some children may feel anxious or distressed. We will do all we can to facilitate a smooth move and minimise any potential stresses. This following process relates to children going to school. However wherever possible, we will adapt this process to support children moving to another childcare provider e.g., childminder or another nursery.

- We provide a variety of resources that relate to the school, e.g., uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend. This will help the children to become familiar with this new concept and will aid the transition.
- We invite school representatives into the setting to introduce them to the children.
- Where possible we use other ways to support the transition to school, e.g., promoting independence in self-care and hygiene, supporting independent mealtimes, helping your child build confidence and socialise with their peer group.
- Where possible we plan visits to the school with the key person. Each key person will talk about the school with their key children who are due to move to school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues to help children overcome these.
- We produce a comprehensive report on every child starting school to enable teachers to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.
- Parental consent is attained for the transfer of supporting documents to schools before transitions take place.

Other early years providers

Where children are attending other early years settings or are cared for by a childminder, we will work with them to share relevant information about children's development with parental consent. Where a child is brought to our setting or collected from our setting by a childminder, we will ensure that key information is being provided to the child's parent by providing the information directly to the parent via email or telephone.

Family breakdowns

We recognise that when parents separate it can be a difficult situation for all concerned. We will always act in the best interests of the child and support parents in this situation as best we can. Your key person is ideally placed to support you and your child through this difficult time.

Moving home and new siblings

We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared. The key person will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g., through role play, stories, and discussions.

Quality of Teaching: The Early Years Pupil Premium

Policy Intent

The Early Years Pupil Premium (EYPP) is additional funding given to providers to support 3- and 4-year-old children who are disadvantaged and who receive the universal 15 hours entitlement. Stars Day Nurseries endeavour to ensure that our processes for the application, receipt, and delivery of EYPP in the setting are robust and meet the individual needs of each eligible child.

Aspire

Practitioners understand children's and families' lived experience and focus on outcomes that are achievable for the individual child.

Implementation

Stars Day Nurseries use the Local Authority Eligibility Checker to determine if a child is eligible for EYPP. Once eligibility is confirmed the key person and parent will be informed.

The key person will liaise with the setting Manager and review the child's progress and determine strategies to support the child's next steps and close the disadvantage gap. The setting Manager may allocate the funding as follows:

- As staffing costs for targeted interventions.
- As training costs for staff continuous professional development.
- As funded experiences to support the child's cultural capital.
- As funded resources to support the child's learning and next steps.
- As funded sessions to increase the child's access to early years education.
- As funding for food, lunches, or tea.
- As funding for additional sessions in the setting.
- As funding to support families with attendance.
- As funding for travel costs for children to access medical appointments and assessments

The impact of these interventions will be measured by the setting Manager in regular review meetings with the key person and the child's parents.

Concise records of EYPP eligibility and allocation are maintained in the setting and used to measure the impact on practice, provision, and children's outcomes.

Behaviour and Attitudes: Positive behaviour management

Policy Intent

At Stars Day Nurseries we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The Company actively promotes British values and encourages and praises positive, caring, and polite behaviour. Each setting provides an environment where children learn to respect themselves, other people, and their surroundings.

Aspire

Practitioners encourage children to share their feelings and talk about why they respond to experiences in particular ways.

The EYFS Statutory Guidance

3.53. Providers are responsible for managing children's behaviour in an appropriate way.

3.54. Providers must not give or threaten corporal punishment to a child and must not use or threaten any punishment which could adversely affect a child's well-being. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. Any early year's provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if necessary. Providers must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

Implementation

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the setting we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in relation to the environment and to others around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children.
- Encourage self-discipline, consideration for each other, our surroundings and property.
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills.
- Recognise all forms of communication, verbal and non-verbal, to see beyond the behaviour and understand the underlying reasons for children's emotional outbursts.
- Teach emotional literacy by being responsive to children's burgeoning emotions in the moment.
- Ensure that all staff act as positive role models for children.

- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown.
- Work in partnership with parents by always communicating openly and honestly.
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them.
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent in their dealings with children.
- Promote non-violence and encourage children to deal with conflict peacefully.
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families.
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate.
- Have a named person who has overall responsibility for behaviour management.

Each setting will have a Behaviour Management Lead who is responsible for managing behaviours in the setting and will:

- Advise other staff on behaviour issues.
- Keep up to date with legislation and research.
- Support changes to policies and procedures in the setting.
- Access relevant sources of expertise where required and act as a central information source for all involved.

Our setting rules and boundaries are concerned with safety, care, and respect for each other. We keep the rules and boundaries to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules and boundaries to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who behave inappropriately, for example by physically abusing another child or adult e.g., biting, or through verbal bullying, are helped to develop their own awareness of their actions. We make sure that the child who has been upset is comforted and reassured. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

When children behave in unacceptable ways:

- We consider the child's individual stage of learning and development and the environmental factors that may be influencing them.
- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking.
- We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child). We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable.
- We recognise that there may be times where children may have regular occasions where they lose control and may need individual techniques to help them. This will only be carried out by staff that have been appropriately trained to do so.

- We do not single out children or humiliate them in any way. Where children use unacceptable behaviour, they will, wherever possible, be re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their individual level of understanding and maturity.
- Staff will not raise their voices (other than to keep children safe).
- In any case of inappropriate behaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.
- We help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate.
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the setting. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist.
- We support children in developing non-aggressive strategies to enable them to express their feelings.
- We keep confidential records on any inappropriate behaviour that has taken place. We inform parents and ask them to read and sign any incidents concerning their child.
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs.
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual Behaviour Plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs always ensuring other children's and staff's safety.
- This Behaviour Plan will detail how both the setting and parents will support the child in managing their behaviour, and in reinforcing positive behaviour's.
- To provide effective support to the child within the Behaviour Plan, the setting will:
 1. Undertake detailed, in-depth observations of the child within the setting.
 2. Ensure age / developmentally appropriate expectations by all staff.
 3. If possible, visit the child in their home to observe behaviour in another environment.
 4. If parents/carers are available, invite them into the setting to observe their child within the setting, seek parents/carers advice on what strategies they currently use to address challenging behaviour outside of the setting.
 5. Endeavour to ensure that a consistent approach between the setting and home is successfully implemented.
 6. Give regular feedback to parents/carers regarding the strategies that are being implemented in the setting.
 7. Ensure positive behaviours are reinforced and used effectively to support the child.
- The setting will endeavour to implement strategies that fully support each child's individual needs. We will share these strategies with parents/carers and provide reassurance and guidance to build firm supportive relationships with the family.

- To help us manage unacceptable or negative behaviour in the setting we may need to seek guidance and advice from other external services i.e., Early Years Specialists. We will arrange a meeting with parents to discuss this and seek parental permission before any external advice to support the child within the setting.
- The Behaviour Plan will be reviewed weekly with parents/carers to ensure that strategies are relevant to the child's needs and that there is consistency between home and the setting.

Anti-bullying

Bullying takes many forms. It can be physical, verbal, or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years.

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

At our setting, staff follow the procedure below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy, and secure.
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way.
- Children are helped to understand that using aggression, to get things, is inappropriate and they will be encouraged to resolve problems in other ways.
- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem.
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors and out.
- Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour.
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the setting.
- All concerns will be treated in the strictest confidence.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible members of society.

Behaviour and Attitudes: Implementation of Characteristics of Learning

Policy Intent

Stars Day Nurseries settings follow the guidance in the Early Years Foundation Stage regarding the Characteristics of Learning. We aim for children to learn in a play-based environment where children's individual needs and ways of learning are met by experienced practitioners skilled in early teaching and development.

Aspire

Children naturally play and explore the environment they are in. Practitioners provide challenging and awe-inspiring environments that stimulate children's imaginations and foster learning.

Stars Day Nurseries practitioners follow children's interests and ideas, and use "In the Moment Planning" to extend children's learning. By reflecting on the way children learn practitioners guide their own interactions and teaching to support children individually and enable their learning and progress.

The EYFS Statutory Guidance

1.15 In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go.'
- active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Implementation

Practitioners have a detailed understanding of the characteristics of learning and how these can be supported in their provision through ethos, interactions, expectations, and opportunities across all the seven areas of learning within the EYFS.

Practitioners need to be aware of how each child is unique and have different methods of learning. The key person's extensive knowledge of each child will help them engage in children's play and extend learning opportunities to support the child's skills development.

Formative and summative assessment encompasses the Characteristics of learning as practitioners reflect on the child's learning moments.

On transition to primary education, a summary of the child's learning characteristics is provided to enable the school to support the child effectively in their reception year.

Behaviour and Attitudes: Supporting Emotional Literacy

Policy Intent

Stars Day Nurseries recognise that children who have a strong foundation in emotional literacy can identify, understand and respond to emotions in themselves and others. Practitioners are skilled in teaching the principles of emotional literacy and supporting children in managing their own emotions to develop self-regulation and build resilience.

Aspire

Children name their feelings and emotions and are supported in recognising these emotions and the effects they have on their bodies.

Practitioners support children to understand their feelings and learn strategies to help them cope with big feelings.

Implementation

Supporting young children as they experience emotions.

Young children's brains are constantly developing during their first years of life, and it is the brain which dictates their emotions. They can become easily overwhelmed and emotional outbursts are therefore a natural part of the child's development.

Stars Day Nurseries practitioners are emotionally responsive to children's needs. When we are emotionally responsive the brain releases chemicals and hormones that make the child feel good, feel calm and feel safe. These help the child bond with their key person, and the more we are emotionally responsive to a child the more hormones are released and the better the child feels.

What do we do to help a child in distress?

- We take children's distress seriously and are emotionally responsive.
- We are calm and caring.
- We are aware of the child's personal space and get down to their level to show them we are there for them.
- We use age-appropriate language to explain what is happening to the child.
- We use distraction items like a toy or comfort item if we know that certain situations are more likely to trigger distress.
- We are consistent – ensure we are emotionally responsive every time a child becomes distressed, and we give them the space to express those emotions.
- We prioritise the child – the child's needs always come first.
- We praise the achievement, not the child, as this helps the child associate praise with the required behaviour, for example "well done for sitting to eat snack so well, you did a great job."
- We prioritise the child's well-being.

Teaching emotional literacy

Being emotionally literate means being able to communicate your emotions to other people and being able to understand other people's emotions. Children need to be taught emotional literacy, by emotionally responsive care givers. This is a gradual process and young children will develop these skills at different rates.

We help by supporting children to:

- Recognise the emotion they are feeling. To recognise an emotion, the emotion must be role-modelled to the child, so it is important that the key person names the emotions the child is feeling. When they do that regularly the child will start to know that those feelings are associated with that name.
- Manage the emotion – this is when a child starts to have ways of monitoring and regulating when they feel upset and can recognise that they must do something to stop the emotion taking over. Self-regulation means being equipped with the tools to know what a feeling is, recognising that you are experiencing that feeling, and then recognising that you have been in this situation before and know how to handle that feeling yourself i.e. you have a coping mechanism to regulate yourself when the feeling occurs, this could be going outdoors to move freely, finding a space that is quieter, seeking out a person for support, seeking out a comfort item, taking a drink of water etc. The coping mechanism will depend on the individual child.

When a child can recognise and manage their emotions the key person can then support the child to move on to:

- Self-motivation – this is when the child overcomes their emotions and are not controlled by them, they can both manage and regulate their emotions effectively and are not overwhelmed by them. This does take time to achieve, and the key person will take time to support the child to manage their emotions in setting.
- Develop Empathy – this is when a child can understand the emotions felt by another person, they understand how the other person feels and can name their emotions.
- Handling relationships – this is when a child can successfully build relationships with others and starts to have friends based on mutual like, interest and trust.

Remember all children are individuals and will build these skills at their own rate, the key person's role is to support and let them know you are there for them.

With reference to:

Emotional Intelligence by Daniel Goleman – 25th Anniversary edition published by Bloomsbury 2020

Personal Development: Children's rights and entitlements

Policy Intent

Stars Day Nurseries believe children's rights should be at the forefront of quality provision in each setting. This policy details what it means for a child to be strong, resilient, and listened to within a Stars Day Nurseries setting.

Aspire

Children are inspired to participate in their own learning and development. The child's voice is evident across the provision.

The EYFS Statutory Guidance

- 3.1. Children learn best when they are healthy, safe, and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.
- 3.2. Providers must take all necessary steps to keep children safe and well.

Implementation

We promote children's right to be strong, resilient, and listened to by:

- creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions, and home background.
- encouraging children to develop a sense of autonomy and independence.
- enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.

To be strong means to be:

- secure in their foremost attachments/relationships where they are loved and cared for by at least one person, their key person who can offer consistent, positive, and unconditional regard and who can be relied on.
- safe and valued as individuals in their families and in relationships beyond the family, such as day care or school.
- self-assured and form a positive sense of themselves – including all aspects of their identity and heritage.
- included equally and belong in early years settings and in community life.
- confident in abilities and proud of their achievements.
- progressing optimally in all aspects of their development and learning.
- to be part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world.
- to participate and be able to represent themselves in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

To be resilient means to:

- be sure of their self-worth and dignity.
- be able to be assertive and state their needs effectively.
- to be able to overcome difficulties and problems.

- be positive in their outlook on life.
- be able to cope with challenges and change.
- have a sense of justice towards self and others.
- to develop a sense of responsibility towards self and others.
- to be able to represent themselves and others in key decision-making processes.

To be listened to means:

- adults who are close to children recognise their need and right to express and communicate their thoughts, feelings, and ideas.
- adults who are close to children can tune in to their verbal, sign, and body language to understand and interpret what is being expressed and communicated.
- adults advocate for young children who do not yet have a voice of their own.
- adults who are close to children can respond appropriately and, when required, act upon their understanding of what children express and communicate.
- adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.

Personal Development: Valuing Diversity and Promoting Equality of opportunity.

Policy Intent

Stars Day Nurseries are committed to promoting understanding of the principles and practices of equality and justice. Each setting encourages equal opportunities and respects and celebrates cultural diversity. Stars Day Nurseries acknowledge our responsibility to promoting positive images and to role modelling acceptable behaviours and attitudes. Our settings reflect the multicultural nature of our society. All children irrespective of their race, family structure and social, cultural, and religious backgrounds are welcomed.

Aspire

Barriers to learning are identified swiftly and addressed quickly to ensure provision meets the needs of every individual child.

The EYFS Statutory Guidance

3. The EYFS seeks to provide equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Implementation

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability, or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- provide a secure and assessable environment in which all our children can flourish and in which all contributions are considered and valued.
- include and value the contribution of all families to our understanding of equality and diversity.
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with a special educational need or disability.
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- use objects and resources in the setting that reflect children's culture and heritage, and
- make inclusion a thread that runs through the provision of the setting.

Admissions

Our setting is open to all members of the community.

- We advertise our service widely.
- We base our admissions policy on a fair system.
- We ensure that our equal opportunities policy is on display on the main parent's notice board.
- We do not discriminate against any child or their family, or prevent entry to our setting, based on colour, gender, ethnicity, religion, or social background.
- We do not discriminate against any child with a disability or special education need or refuse entry to our setting as long as it is possible for us to meet the child's need and the child has no medical or other special need that the setting is unable to provide for

effectively, despite making reasonable adjustments and/or seeking specialist help from external agencies.

- We act against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

- Posts are advertised, and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service. This ensures fairness in the selection process.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

Inclusive Curriculum

The Aspire approach to the Early Years Foundation Stage offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably than we will make reasonable adjustments to accommodate the needs of every individual. We do this by:

- making children feel valued and good about themselves.
- ensuring that children have equality of access to learning.
- adjusting the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g., recognising the different learning styles of girls and boys.
- positively reflecting the widest possible range of communities in the choice of resources.
- avoiding stereotypes or derogatory images in the selection of books or other visual materials.
- celebrating a wide range of festivals.
- creating an environment of mutual respect and tolerance.
- differentiating the curriculum to meet children's additional educational needs.

- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- ensuring the curriculum offered is inclusive of children with additional needs and children with disabilities.
- ensuring that children learning English as an additional language have full access to the curriculum and are supported as much as we can possibly in their learning.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- We support our families and the local community by broadening children's awareness of their heritage, local area, and the diverse communities in which they live.

Food

- We work in partnership with parents to ensure that the medical, cultural, and dietary needs of children are met where possible.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.
- To ensure our policies and procedures remain effective we will monitor and review them regularly to ensure our strategies meets the overall aims to promote equality, inclusion, and valuing diversity.
- We recognise that many children struggle with sensory issues around food, and we are sensitive to the child's individual preferences. We also signpost families to access extra support as required.

Personal Development: Food and Nutrition

Policy Intent

Stars Day Nurseries believe all children should have access to nutritious food and drink while in our settings. This policy details why nutrition is important in the Early Years, how we ensure all children have access to nutritious foods within a Stars Day Nurseries setting, and how we support families with information on how to provide nutritious foods for their children at home.

Aspire

Children talk about what they like to eat, while staff reinforce messages about healthier choices, supporting children to prepare snacks and meals.

Children develop an understanding of growth, decay, and changes over time by engaging in growing experiences.

Children eat a healthy range of foods and develop an understanding of the effect's food has on their bodies.

The EYFS Statutory Guidance

3.48. Where children are provided with meals, snacks, and drinks, they must be healthy, balanced, and nutritious. Before a child is admitted to the setting the provider must also obtain information about any special dietary requirements, preferences, and food allergies that the child has, and any special health requirements. Fresh drinking water must be always available and accessible to children. Providers must record and act on information from parents and carers about a child's dietary needs.

3.49. There must be an area which is adequately equipped to provide healthy meals, snacks, and drinks for children, as necessary. There must be suitable facilities for the hygienic preparation of food for children, if necessary, including suitable sterilisation equipment for babies' food. Providers must be confident that those responsible for preparing and handling food are competent to do so. In group provision, all staff involved in preparing and handling food must receive training in food hygiene.

3.50. Registered providers must notify Ofsted of any food poisoning affecting two or more children cared for on the premises. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence.

Implementation

At Stars Day Nurseries we believe that mealtimes should be happy, social occasions for children. We promote shared, enjoyable positive interactions at these times.

We are committed to offering children healthy, nutritious, and balanced meals and snacks, which meet individual needs and requirements.

Menus

We ensure:

- Balanced and healthy breakfast, midday meal, tea and two daily snacks are provided for children attending for a full 8am until 6pm session.
- Menus are planned and in line with guidance produced by the Department for Education (DfE, 2017), the Schools Food Guidance (DfE, 2021), and the Safer Food, Better Business Guidance (FSA, 2019) these are rotated regularly and reflect cultural

diversity and variation. These are displayed for children and parents to view in setting and on our social media pages.

- All allergens are displayed alongside the menus to show the contents of each meal.
- We provide nutritious food at all snack and mealtimes, avoiding large quantities of fat, sugar, salt and artificial additives, preservatives, and colourings.
- Menus include at least **5** servings of fresh fruit and vegetables per day.
- Parents and children are involved in menu planning.
- We provide foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- Quantities offered take account of the ages of the children being catered for in line with recommended portion sizes for babies and young children.

Drinks

We ensure:

- Only milk and water are provided as drinks to promote oral health.
- Fresh drinking water is always available and accessible; and is replenished regularly as access to cool and fresh water is essential for young children. It is frequently offered to children and babies and intake is monitored. In hot weather we encourage children to drink more water to keep them hydrated. Stars Day Nurseries promote hydration needs by supplying drinks bottles for every child.

Dietary Requirements and Allergies

We ensure:

- Individual dietary requirements are respected. We gather information from parents regarding their children's dietary needs, including any special dietary requirements, preferences, and food allergies that a child has and any special health requirements before a child starts or joins the setting. Where appropriate, we will carry out a risk assessment in the case of allergies and work alongside parents to put into place an individual dietary plan for their child.
- We ensure children have allergen and dietary requirements clearly indicated on their placemats at meal and snack times. At settings where there are large numbers of children with allergies, we will implement a colour coded plate system.
- We consider seating to avoid cross contamination of food from child to child. Where appropriate, an adult will sit with children during meals to ensure safety and minimise risks. Where appropriate, age/stage discussions will also take place with all children about allergies and potential risks to make them aware of the dangers of sharing certain foods.
- Staff show sensitivity in providing for children's diets and allergies. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.

Mealtimes

We ensure:

- Staff facilitating meals and snacks have appropriate food hygiene training and a qualified paediatric first aider is always on duty during meal and snack times.
- Staff promote good hygiene practices and role model appropriately to children.

- Staff set a good example and eat with the children and role model good table manners. Meal and snack times are organised so that they are social occasions in which children and staff participate in small groups.
- Conversation is encouraged during mealtimes which are seen as social occasions in the setting.
- Staff use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves.
- Staff support children to make healthy choices and understand the need for healthy eating.
- Cultural differences in eating habits are respected.
- Any child who shows signs of distress at being faced with a meal he/she does not like will have his/her food removed without any fuss. If a child does not finish his/her first course, he/she will still be given a helping of dessert.
- Children not on special diets are encouraged to eat a small piece of everything.
- Children who refuse to eat at the mealtime are offered food later in the day.
- Children are given time to eat at their own pace and not rushed.

Teaching

We ensure:

- We promote positive attitudes to healthy eating through play opportunities and discussions.
- Choking hazards in food experiences are checked and avoided.
- We will not use whole jelly cubes for play. If we do use jelly to enhance our play, then all jelly will be prepared with water as per the instructions and then used.
- Small objects such as dried pasta and pulses will only be used for older children and under supervision. Younger children only have access to soaked pasta and pulses.
- All allergies and intolerances will be checked, and food experiences will be adapted to suit all children's needs, so no child is excluded.
- Risk assessments are in place for all food experiences showing all allergens, so staff and parents are aware of the ingredients.
- Children's allergies are checked by staff when placing out food play experiences to ensure all needs are met.
- Any cooking activities are risk assessed and checked prior to start to ensure all children are able to use all the ingredients based on their individual needs.
- We will not use food in play unless it enhances the opportunities children are receiving from the experience.
- Used food will be disposed of correctly in food recycling bins. Much of the food will be reused in other experiences, especially the dry materials. Children are taught the importance of recycling and reducing food waste during the experiences.
- Food is used in Home Corner experiences routinely for children to experience the texture, taste, and smells of the food items. All home corner food experiences are risk assessed.
- Children are taught about where food comes from in "field to fork" experiences.
- Growth and decay are taught using fresh food items and allotments for planting, growing, and harvesting are available in our settings.
- When children take part in cooking activities, they:

- ▶ Are supervised effectively by practitioners trained in food hygiene.
- ▶ Understand the importance of hand washing and simple hygiene rules.
- ▶ Are kept away from hot surfaces and hot water, and
- ▶ Do not have unsupervised access to electrical equipment such as blenders etc.

Parent partnership

We ensure that:

- The setting provides parents with records of feeding routines on request.
- We do allow parents to bring in cakes on special occasions. We ensure that all food brought in from parents meets the above and health and safety requirements and ingredients that are listed within the Food Information for Consumers (FIR) 2014 and detailed in the allergens policy and procedure. Cakes brought into the setting on special occasions are divided between the children attending the session and sent home with the child. Cakes brought into the setting by parents are not consumed on the premises.
- Parents can organise for the setting to purchase a cake for a special occasion, which can be eaten in setting. This will be purchased by the setting using their normal food supplier, and the parent will be invoiced for the cost.

Food Safety

We ensure that:

- No child is ever left alone when eating/drinking to minimise the risk of choking.
- We will sometimes celebrate special occasions such as birthdays with the occasional treat of foods such as cake, sweets, or biscuits. These will be given at mealtimes to prevent tooth decay and not spoil the child's appetite. Where we have frequent birthdays and celebrations, we consider other alternatives such as celebrating through smiles and praise, stickers, and badges, choosing a favourite story, becoming a special helper, playing a party game, dancing and/or singing their favourite song.
- All staff, students and volunteers who prepare and handle food are competent to do so and receive Stars Day Nurseries training in food hygiene which is updated every two years.
- Setting Management, Cooks and other staff who prepare food in the kitchen receive Level 2 Food Hygiene Training with the Safer Food Group.

Breast Feeding

We aim to make parents feel comfortable in our settings should they wish to breastfeed their babies whilst here. We display the breastfeeding welcome sign within the setting, and we provide a comfortable seat for the parent. We will provide hand washing facilities and access to refreshments.

Expressed breast milk can be stored in a sterilised container or in special breast milk storage bags and brought into the setting. Public Health England recommends expressed breast milk can be stored:

- in the fridge for up to 8 days at 4C or lower.
- for 2 weeks in the ice compartment of a fridge.

- for up to 6 months in a freezer if it is -18C or lower.

Breast milk that has been cooled in the fridge can be carried in a cool bag with ice packs for up to 24 hours.

Frozen expressed breast milk will be labelled and dated before storage in the freezer.

Frozen breast milk will be defrosted in the fridge, or if needed immediately it can be defrosted in a jug of warm water or by holding it under running warm water. Once it is defrosted, it should be used straight away. Expressed breast milk that has been defrosted cannot be re-frozen. Areas used for the preparation of breast milk are clean and tidy and have been thoroughly sanitised before use.

Once a baby has drunk from a bottle of expressed breast milk it should be used within 1 hour and anything left over should be thrown away.

Expressed breast milk can be fed straight from the fridge if the baby is happy to drink it cold. Or it can be warmed to body temperature by putting the bottle in a jug of warm water or holding it under running warm water. We do not use a microwave to heat up or defrost expressed breast milk as this can cause hot spots which may burn the baby's mouth.

The baby's breast-feeding routine will be discussed with parents at enrolment and the setting is able to plan for the parent to come in and express milk or breast feed if required.

Good hygiene is paramount before and after preparation of the feed. Any unused milk will be discarded, bottles and teats are thoroughly cleaned with hot soapy water, rinsed, and then sterilised before the next use or are returned to parents. Sterilisers are washed out daily.

More information on breast feeding can be found here:

<https://www.nhs.uk/conditions/baby/breastfeeding-and-bottle-feeding/breastfeeding/>

Bottle feeding

Similarly, we aim to support parents with bottle feeding in the setting.

Formula milk can be brought into the setting to be made up as and when required by the key person who will follow manufacturer's guidelines for preparing formula milk bottles. Following the Public Health England guidelines, we only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool). We do not use cooled boiled water and reheat.

Public Health England guidance on preparing formula milk feeds can be found here:

<https://www.nhs.uk/conditions/baby/breastfeeding-and-bottle-feeding/bottle-feeding/making-up-baby-formula/>

Formula milk should be temperature tested with a sterilised thermometer before feeding commences – a temperature of (37°C) is appropriate. Once a baby has drunk from a bottle of formula milk it should be used within 1 hour and anything left over should be thrown away.

The baby's bottle-feeding routine will be discussed with parents at enrolment.

Good hygiene is paramount before and after preparation of the feed. Areas used for the preparation of formula milk are clean and tidy and have been thoroughly sanitised before use. Any unused milk will be discarded, bottles and teats are thoroughly cleaned with hot soapy water, rinsed, and then sterilised before the next use. Sterilisers are washed out daily.

Formula milk containers are clearly labelled with the baby's name, and the date opened. Specific details of the number of scoops required to make up the formula for the baby's needs,

time the bottle is made and then time the bottle was consumed, should be recorded, and stored with the container.

Weaning

Weaning – the gradual introduction of semi-solid foods to a baby's diet – is a staged process occurring over a period of months, where the quantity, range and textures of foods are gradually increased. Exactly when weaning should start is entirely up to parents and Stars Day Nurseries will always work closely with parents when they wish to begin this process.

Public Health England state that up to the age of six months, breast milk or infant formula will provide all the nutrients and fluid that most babies need. So, we would normally see babies beginning the weaning process around the 5-6 months. You can find more information on weaning here <https://www.nhs.uk/start4life/weaning/getting-ready/>

Parents requesting weaning in setting prior to 5 months will be required to seek written confirmation from a medical professional.

We would always advise that weaning is introduced gradually, to ensure that the baby does not react adversely to the new food. Baby rice and formula or breast milk, single purees before introducing mixed purees, then less finely textured and gradually more lumpy foods, before finally finger foods are introduced.

Stars Day Nurseries create individually tailored weaning plans with parents and will give feedback on the progression of weaning daily. Weaning plans are shared with the kitchen to ensure menus fully meet the individual child's needs.

Food hygiene

(Including procedure for reporting food poisoning)

Stars Day Nurseries provide and/or serve food for children on the following basis:

- Snacks.
- Meals.

We maintain the highest possible food hygiene standards regarding the purchase, storage, preparation and serving of food.

We are registered as a food provider with the local authority Environmental Health Department.

- The person in charge and the person responsible for food preparation in the setting understands the principle of Hazard Analysis and Critical Control Point (HACCP) as it applies to the business. This is set out in Safer Food Better Business. The basis for this is risk assessment as it applies to the purchase, storage, preparation and serving of food to prevent growth of bacterial and food contamination.
- The person responsible for food preparation and serving carries out daily checks on the kitchen to ensure standards are met consistently.
- We use reliable suppliers for the food we purchase. Supplier details and dates of deliveries are recorded in setting.

- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents, or mould.
- Food preparation areas are cleaned before and after use.
- There are separate facilities for hand washing and for washing up.
- All utensils, crockery etc are clean and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored in non-food preparation areas.
- Children do not have access to the kitchen or food preparation area.
- Food bins are emptied frequently.

Reporting of food poisoning

- Food poisoning can occur for several reasons; not all cases of sickness and diarrhoea are because of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department and the Health Protection Agency to report the outbreak and will comply with any investigation.
- If the food poisoning is identified as a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988 the setting will report the matter to Ofsted as soon as reasonably practical and in all cases within 14 days.

Personal Development: Safe Hygiene Practices

Policy Intent

Stars Day Nurseries expect high standards of cleanliness in their settings and ensure staff are fully trained in all aspects of safe hygiene practices on induction. This policy details the requirements to be fulfilled by settings to ensure our buildings and our provision are hygienically safe.

Aspire

Practitioners model effective hygiene practices to children and share information with families. Managers ensure environments are hygienic healthy spaces.

The EYFS Statutory Guidance

3.55 Providers must comply with requirements of health and safety legislation (including fire safety and hygiene requirements).

Cleaning

Stars Day Nurseries are committed to providing a safe, happy, and healthy environment for children to play, grow and learn. Cleanliness is an essential element of this practice. Any mess caused throughout the day is cleaned up as necessary to ensure that a hygienic environment is provided for staff and the children in our care.

- Cleaners have cleaning schedules in place which are monitored by setting management. This includes a daily cleaning routine for the setting covering the rooms, kitchen, staff area, offices and communal areas, toilets, and nappy changing areas.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and disposal of nappies. Regular checks are made to toilet areas throughout the day. They are cleaned at least daily and more if necessary.
- The nappy changing facility and potties are cleaned and disinfected after every use.

Kitchen

Staff are made aware of the basic food hygiene standards through appropriate Stars Day Nurseries training, and this is updated every two years. In addition, we ensure:

- Fridges are cleaned out weekly.
- Microwaves are cleaned after every use.
- Toasters are cleaned after every use.
- The oven is cleaned out regularly and details recorded.
- Freezers are cleaned out every three months and details recorded.
- Plates/utensils etc. are rinsed before putting in the dishwasher and the dishwasher is cleaned out regularly and details recorded.
- All cupboards are cleaned out monthly.
- Fridge and freezer temperatures are recorded first thing in the morning and at midday.
- All food is always covered in and out of the fridge and dated to show when each product was opened and then used in date order with clear disposal dates added.
- Care is taken to ensure that food is correctly stored in fridges.
- When re-heating food, the temperature is over 75°C, food is checked with the probe thermometer and recorded, then cooled down before serving. Food prepared on the premises is checked with the probe thermometer before serving.

- Food served but not used immediately is appropriately covered and placed in the fridge/freezer within 60 minutes. If this is not followed, food is discarded immediately.
- Food in children's packed lunches is not reheated by the setting. Hot food cannot be brought into the setting in flasks as Stars Day Nurseries cannot be responsible for ensuring the correct temperature is maintained before consumption.
- All opened packets are dated when opened and placed in an airtight container e.g., baby food, raisins, cereal etc.
- Blended food is placed in suitable airtight containers, named, and dated.
- Surfaces are cleaned with anti-bacterial spray.
- Only appropriate coloured kitchen cloths are used (please follow the chart on the wall). These are washed daily in the washing machine on a hot wash.
- Windows protected by fly guards are opened as often as possible along with the vents.
- Children do NOT enter the kitchen except for supervised cooking activities.
- Doors/gates to the kitchen are kept always closed/locked.
- Kitchen bins are emptied when full and at the end of each day.

Laundry

- Washing machines are cleaned regularly.
- Tumble dryer lint filters are cleared after every use.
- Staff follow HSE guidance on the safe use of tumble dryers including using the 'cool down' cycle to adequately reduce the temperature of the items. Items are not removed from the dryer or piled/stacked while hot but as soon as the drying/cooling cycle is complete. Only items appropriate for drying in a tumble dryer are used (as per washing labels).
- Laundry is cleaned effectively and the reduction of bacteria in laundry items is ensured by the effective and appropriate use of washing powder and temperature to manufacturer's guidelines.

Babies/ Toddlers

- If dummies are used, they are cleaned and sterilised. This also applies to dummies which have been dropped on the floor.
- All dummies are stored in separate labelled containers to ensure no cross-contamination occurs.
- Low/highchairs are cleaned thoroughly after every use. Straps and reins must be washed weekly or as required.
- Every child has its own cot sheet which is washed at the end of every week or whenever necessary.

General Hygiene

- Staff are trained to be aware of general hygiene in the setting and ensure that high standards are always kept.
- Regular toy washing rotas are established in all rooms and items recorded. Toys are washed with sanitising fluid.
- Floors are cleaned during the day when necessary. Vacuum cleaner bags (where used) are changed frequently.

- Staff are requested to use the appropriate coloured mop for the task or area (see chart on wall) and mop heads are washed in a separate wash at least weekly.
- Face cloths are washed on a hot wash after every use and not shared between children.
- All surfaces are kept clean and clutter free. If kitchens and sinks are dual use, measures are put in place to ensure that food preparation and cleaning is separate to other usage.
- Children are always reminded to wash their hands after using the bathroom and before meals. Staff always encourage good hygiene standards, for example, not eating food that has fallen on the floor.
- Staff are positive role models and talk to the children about good hygiene routines and why they need to wash their hands, wipe their noses, and cover their mouths when coughing.

Staff rooms

- It is the responsibility of every member of staff to ensure that their staff room is kept clean and tidy.
- Fridges are cleaned out weekly.
- Microwaves are cleaned after every use.
- Surfaces are wiped down daily.
- All implements used for lunch or break are washed and tidied away.
- Bins are clean and are emptied at least daily.

Offices and communal areas

- It is the responsibility of every member of staff to ensure that their staff room is kept clean and tidy.
- Surfaces are wiped down daily.

Teaching

- Our daily routines encourage the children to learn about personal hygiene.
- We role model good hygiene practices by:
 - ▶ Washing hands regularly throughout the session.
 - ▶ cleaning tables regularly.
 - ▶ providing tissues and wipes and role modelling their use in the setting.
 - ▶ providing lidded rubbish bins in every room which are emptied as soon as they are full and role modelling their use in the setting.

Personal Development: Health and Wellbeing

Policy Intent

Stars Day Nurseries are committed to ensuring the children in our care have high levels of health and wellbeing. This policy details how we keep children safe from illnesses, and how we promote the wellbeing of everyone in our settings.

Aspire

Practitioners are knowledgeable about young children's health and development and ensure good practice is shared effectively with families.

Children learn safe hygiene practices and recognise the signs their bodies make when they are tired, hungry, thirsty, or unwell.

The EYFS Statutory Guidance

3.25. At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings.

3.45. The provider must promote the good health, including the oral health, of children attending the setting. They must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.

3.46. Providers must have and implement a policy, and procedures, for administering medicines. It must include systems for obtaining information about a child's needs for medicines, and for keeping this information up to date. Training must be provided for staff where the administration of medicine requires medical or technical knowledge. Prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse, or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor).

3.47. Medicine (both prescription and non-prescription) must only be administered to a child where written permission for that medicine has been obtained from the child's parent and/or carer. Providers must keep a written record each time a medicine is administered to a child and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable.

3.51. Providers must ensure there is always a first aid box accessible with appropriate content for use with children. Providers must keep a written record of accidents or injuries and first aid treatment. Providers must inform parents and/or carers of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.

3.59. Providers must provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken daily (unless circumstances make this inappropriate, for example unsafe weather conditions). Providers must follow their legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments).

Wellbeing

Well-being is a broad term that covers how you feel about yourself and your life. It encompasses the physical, emotional (and mental), social and spiritual areas of a person. Under the Early Years Foundations Stage (DfE, 2023) this is covered in the children's personal, social, emotional development and physical development. Both of which are prime areas of learning and development.

Physical well-being covers everything physical to do with the body:

- Growth and development.
- Moving and keeping physically fit.
- Caring for your health (e.g., washing, cleaning teeth, etc.).
- Eating a balanced and nutritious diet.
- Rest and appropriate sleep patterns.

Mental and emotional well-being includes:

- Acknowledging, expressing, and coping with feelings and emotions.
- Thought processes.
- Reducing stress and anxiety.

Social well-being includes:

- Relationships.
- Family (close and extended).
- Friends.
- The feeling of belonging and acceptance.
- Compassion and caring approaches.

Spiritual well-being can cover the following:

- Value and beliefs held.
- Personal identity and self-awareness.

We are an inclusive setting and ensure that all children, families, staff, and visitors are welcomed. We aim to embrace spiritual well-being and celebrate family's culture, faith, and community.

Children's physical well-being is supported through our carefully planned curriculum programme which supports all types of gross and fine motor play both inside and outside. We provide nutritionally balanced meals for the children and role model how to make healthy choices regarding their physical health.

Personal hygiene is supported in children of all ages, explaining the reasons for hand washing, tooth brushing and other routines. Children are provided with quiet and calming areas for rest, sleep, and relaxation. This enables them to recharge their batteries and supports both their physical and mental well-being.

We support children to make strong attachments with their key person as well as forge relationships with their peers to support their social well-being. We offer opportunities and resources for children to play singly, in pairs, small groups and large groups to support this area of development.

Children's mental and emotional well-being is supported. We provide a safe environment that allows for caregiver to child co-regulation, this consistent practice supports the process of children building the capacity for self-regulation, through providing activities in which children can recognise and express their emotions, including emotional literacy. This enables us to provide support for children who may be experiencing big emotions they cannot cope with just yet. We support children's self-regulation through carefully planned activities and resources, modelling calming strategies and naming and talking about feelings and by providing opportunities for children to practice their self-regulation skills.

Staff can recognise when a child may need support with their emotions and provide this one to one or in a small group, whichever is more appropriate. Teaching children to recognise and manage their emotions at a young age helps support foundations to do this throughout their life.

Outdoor Play

Stars Day Nurseries recognise the importance of daily outdoor play and are committed to ensuring all children have daily access regardless of their age and stage of development. Where possible this includes the children having free access to the outdoors allowing them the freedom to play indoors or out. We provide an inclusive outdoor play environment with areas for non-mobile children to freely explore. We make reasonable adjustments where required, in line with the Equality Act 2010. We go out to play with all children in all weathers (unless it is deemed unsafe).

We understand the vital role that learning outdoors has on children's learning and development as well as the importance of regular access to outdoor play to keep fit and healthy, develop children's large and fine motor skills, experience learning in a natural environment and access sunlight to absorb vitamin D more effectively. We also refer to The Chief Medical Office guidance on physical activity (DHSC, 2019):

Under-5s Infants (less than 1 year):

- *Infants should be physically active several times every day in a variety of ways, including interactive floor-based activity, e.g., crawling.*
- *For infants not yet mobile, this includes at least 30 minutes of tummy time spread throughout the day while awake (and other movements such as reaching and grasping, pushing, and pulling themselves independently, or rolling over); more is better. NB: Tummy time may be unfamiliar to babies at first, but can be increased gradually, starting from a minute or two at a time, as the baby becomes used to it. Babies should not sleep on their tummies.*

Toddlers (1-2 years):

- *Toddlers should spend at least 180 minutes (3 hours) per day in a variety of physical activities at any intensity, including active and outdoor play, spread throughout the day; more is better.*

Pre-schoolers (3-4 years):

- *Pre-schoolers should spend at least 180 minutes (3 hours) per day in a variety of physical activities spread throughout the day, including active and outdoor play. More is better; the 180 minutes should include at least 60 minutes of moderate-to-vigorous intensity physical activity.*

The outdoor areas, both within the setting grounds and in the local community have a wealth of experiences and resources, which help children to learn and develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem, all of which support children to develop skills now and for the future.

We take reasonable steps to ensure the safety of children through risk assessments whilst balancing the benefits to learning through providing an element of 'risky play.' This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

We ensure outdoor play is adequately supervised and we have robust safety checks in place, including regular head counts.

As children may be outdoors in all weathers, we ask that children do come to the setting dressed appropriately for the weather conditions.

Health

At Stars Day Nurseries we promote the good health of all children attending including oral health by:

- Asking parents to keep children at home if they are unwell. If a child is unwell, it is in their best interest to be in a home environment rather than in setting with their peers.
- Asking staff and other visitors not to attend the setting if they are unwell.
- Helping children to keep healthy by providing balanced and nutritious snacks, meals, and drinks.
- Minimising infection through our rigorous cleaning and hand washing processes.
- Ensuring children have regular access to the outdoors and having good ventilation inside.
- Sharing information with parents about the importance of the vaccination programme for young children to help protect them and the wider society from communicable diseases.
- Sharing information from the Department of Health that all children aged 6 months – 5 years should take a daily vitamin.
- Having areas for rest and sleep, where required and sharing information about the importance of sleep and how many hours young children should be having.

Illness

To take appropriate action of children who become ill and to minimise the spread of infection we implement the following procedures:

- If a child becomes ill during the day, we contact their parent(s) and ask them to pick up their child as soon as possible. During this time, we care for the child in a quiet, calm area with their key person (wearing PPE), wherever possible. Staff will complete an "illness in session" form detailing the nature of the illness, the child's temperature and any care given in setting.
- We follow the guidance published by the UK Health Security Agency on exclusion times for specific illnesses, e.g., Covid 19, sickness and diarrhoea, measles, and chicken pox, to protect other children in the nursery (UK GOV B).
- We inform all parents if there is a contagious infection identified in the setting, to enable them to spot the early signs of this illness. We thoroughly clean and sterilise all equipment and resources that may have come into contact with a contagious child to reduce the spread of infection.
- Stars Day Nurseries reserve the right to implement or extend exclusion times to meet the health and safety needs of the business.

- We notify Ofsted as soon as is reasonably practical, but in any event within 14 days of the incident of any food poisoning affecting two or more children cared for on the premises.
- In extreme cases of emergency, the Manager will call the emergency services. Consent for calling emergency services is required from parents on enrolment.
- Parents may be asked to take their child to the doctor before returning them to the setting; the setting will refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics, parents may be asked to keep them at home for 48 hours before returning to the setting.
- If a child or an adult is diagnosed as suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988, the GP will report this to the Health Protection Agency.
- When the setting becomes aware of or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.

Stars Day Nurseries adhere to the UK Health Security Agency's list of excludable diseases and current exclusion times, available online at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/789369/Exclusion_table.pdf (Appendix B)

For more information: <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/chapter-9-managing-specific-infectious-diseases>

Administering medicines

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

- We will only administer prescribed medication that is in-date and prescribed for the current condition. The Company Safeguarding Lead will consider other medications on a case-by-case basis.
- Children's paracetamol (un-prescribed) is only administered with prior written consent, and verbal consent, of the parents in the case of high temperature. This is to prevent febrile convulsions. [About paracetamol for children - NHS \(www.nhs.uk\)](https://www.nhs.uk)
- Antihistamine (un-prescribed) is only administered with prior written consent, and verbal consent, of the parents to relieve symptoms of allergies. [Antihistamines - NHS \(www.nhs.uk\)](https://www.nhs.uk)
- Children's prescribed medicines are stored in their original containers, they must contain a pharmacy label stating the child's name and the date the medication was prescribed, and they must be handed to a member of staff by the parent so that they are inaccessible to the children. – in the rooms or adjacent rooms.
- Before administration of medication, parents must complete a form giving full instructions and sign a consent for medication. Administration of medication will be recorded and then signed by the adult collecting the child. The medication form is stored with the medication.

- Pain relief such as teething gel may be administered but only when there is prior written consent from the parent.

Please note that we are controlled by Ofsted and in this respect, are not allowed to give unauthorised medication.

Parents are asked to keep children away from the setting for the first 48 hours of a new antibiotic in case of reactions.

Parents are also asked to keep children away from the setting for the first 24 hours after receiving a childhood vaccination in case of reactions.

Stars Day Nurseries must respond to the needs of the children in our care in the most appropriate and safe way possible. A decision to administer medication can be given very quickly but often the guidance on the packaging is not accurately adhered to, which could cause damage to a child's liver and kidneys if left unnoticed. Stars employees need to be clear and ascertain, what medication has been given to a child, when it was last given and for how long the treatment has been being administered. Typically, childhood medications advise to give treatment for only up to 3 days before seeking advice from a GP.

Following the procedure set out below will help to inform staff and minimise risks to children from overdosing or the child suffering because of prolonged use of medication.

1. The parent is expected to notify staff at "drop off" that the child is or has been unwell prior to arriving. Some staff may notice that the child does not appear well as they arrive for their day and therefore **MUST** ask the parents if they have any concerns for their child's health today?
2. During the discussion with parents, we must ask if the child has been given any medication i.e., liquid paracetamol. The information offered by the parents must be recorded, staff must ensure last medication is recorded accurately.
3. Ensure that parents are asked and declare how many days the medication has been administered to their child and check the guidelines for administration timeframes on the medication. If the parent comments that the medication has been given for longer than stated on the medication the setting will not be able to administer any medication and the child should be sent home until they are better and have sought medical care.
4. If parents have administered medication before attending the setting, staff should monitor the child closely. If the child continues to be unwell, staff should start to complete a "illness in session" log and record the child's temperature at regular intervals. If concerned staff must speak to the settings safeguarding lead immediately for advice. If the child remains unwell, they should be sent home and not offered a follow up dose of medicine.
5. If the child has Covid-19 symptoms, parents should follow NHS guidelines, and the setting should follow the Covid-19 risk assessment.

Accepted temperatures are as follows and it is crucial that they are monitored effectively. If the administration of liquid paracetamol is necessary, it will only be administered by a Level 3 qualified practitioner who has a current first aid certificate.

A normal temperature in babies and children is about 36.4 C, but this can vary slightly from child to child.

A fever is a high temperature of 38 C or more.

<https://www.nhs.uk/conditions/fever-in-children>

A low temperature is any reading taken below 35 C

<https://www.nhs.uk/conditions/Hypothermia/>

If the child's temperature is raised to 38 C or above, then staff must phone parents to let them know they intend to administer liquid paracetamol and explain that they will be asked to come and collect their child from the setting. This process is to be followed for all parents regardless of the parents' work commitments, as temperatures often have underlying health issues that we are not trained to diagnose or treat.

Babies that are teething need to follow the same procedure as above, however parents should be asked to supply other mechanisms for controlling teething pain i.e., teething gels and granules other than liquid paracetamol.

Liquid paracetamol must not be administered in setting more than once in a day.

Staff must consider that doctors prescribe to ensure that parents have access to medication to reduce temperature as and when it is needed at zero cost, and that these medications can sit in the fridge for months post prescription. Staff must then, continue to follow the guidance as above and not offer more than one dose of liquid paracetamol in a day regardless of the prescribing label for liquid paracetamol. Should a parent request liquid paracetamol to be administered at regular intervals throughout the day, the request should be declined, and the child sent home if it is not well enough to be in setting that day.

Recording of dosages given in setting:

All doses are recorded on a medication dosage form. Doses are only given and witnessed by First Aid Trained staff.

Low temperatures can cause children to be chronically poorly and should be observed and monitored closely in the same way as high temperature. On taking the child's temperature and confirming the temperature is low at 35 C or below, staff should work to heat the child by adding more layers and taking them inside into the warmth, a cuddle may also help to warm the child. If possible, offer the child a warm drink of milk. The child's temperature should improve quickly. Temperatures falling to **32 C or below** are very dangerous and the ambulance service should be called immediately.

First Aid

Paediatric First Aid Trained staff can take action to apply first aid treatment in the event of an accident involving a child. At least two members of staff with current paediatric first aid training are on the premises or on an outing at any one time.

- The first aid boxes are easily accessible to adults and kept out of children's reach. Contents of first aid boxes are checked monthly to ensure that settings have a plentiful supply of appropriate resources.
- At time of admission parents sign a consent form to give permission for emergency medical advice or treatment to be sought or for staff to take their child to the nearest Accident and Emergency department to be examined, treated, or admitted as necessary on the understanding the parents will be contacted and informed with the intention that they meet us at hospital.

Allergies and Allergic Reactions

At Stars Day Nurseries we are aware that children may have or develop an allergy resulting in an allergic reaction.

We aim to ensure allergic reactions are minimised or, where possible, prevented and that staff are fully aware of how to support a child who may be having an allergic reaction.

Our procedures

- All staff are made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth or tongue, swelling to the airways to the lungs, wheezing and anaphylaxis.
- We ask parents to share all information about allergic reactions and allergies on child's registration form and to inform staff of any allergies discovered after registration.
- We share all information with all staff and keep an allergy register in each room and in the kitchen or areas where food is prepared.
- Where a child has a known allergy, the setting manager will carry out a full Allergy Risk Assessment Procedure with the parent prior to the child starting the setting and/or following notification of a known allergy and this assessment is shared with all staff.
- All food prepared for a child with a specific allergy is prepared in an area where there is no chance of contamination and served on equipment that has not been in contact with this specific food type, e.g., nuts.
- The manager, cook and parents work together to ensure a child with specific food allergies receives no food in setting that may harm them. This may include designing an appropriate menu or substituting specific meals on the current menu.
- We ensure children have allergen and dietary requirements clearly indicated on their placemats at meal and snack times. At settings where there are large numbers of children with allergies, we will implement a colour coded plate system.
- Seating is monitored for children with allergies. Where deemed appropriate, staff will sit with children who have allergies and where age/stage appropriate staff will discuss food allergies with the children and the potential risks.
- If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a paediatric first aid trained member of staff will act quickly and administer the appropriate treatment, where necessary. We will inform parents and record the information on the accident form.
- If an allergic reaction requires specialist treatment, e.g., an auto-injector, then at least two members of staff working directly with the child and the manager will receive specific medical training to be able to assist the administration of the treatment to each individual child.

Food Information Regulations 2014

We incorporate additional procedures in line with the Food Information Regulations 2014 (FIR) including displaying our weekly menus on the Parent Information Board/website/online system identifying any of the 14 allergens that are used as ingredients in any of our dishes.

In the event of a serious allergic reaction and a child needing transporting children to hospital, the manager or the designated safeguarding lead will:

- Call for an ambulance immediately if the allergic reaction is severe. Staff will not attempt to transport the sick child in their own vehicle.
- Ensure someone contacts the parent(s) whilst waiting for the ambulance and arrange to meet them at the hospital.

- Arrange for the most appropriate member of staff to accompany the child, taking with them any relevant information such as registration forms, relevant medication sheets, medication, and the child's comforter.
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together.
- Inform a member of the Senior Management team immediately.
- Remain calm and continue to comfort and reassure the child experiencing an allergic reaction. Children who witness the incident may also be well affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the incident.

Lifesaving medication & invasive treatments

- Auto injectors for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy) must be kept in the rooms where they are easily accessible but safely away from where children play.
- Written consent must be given from either the child's parents or child's doctor or consultant.
- A Care plan must be in place for the child, detailing the child's needs, what the need could look like in the setting, and how the need is to be managed on a day-to-day basis as well as in an emergency.
- Training in using the medication or treatment must be put in place by the setting manager before the child starts in the setting. The manager should arrange the training with the relevant medical professional or training provider.
- Head Office should be informed of the child's needs before they start at the setting to ensure adequate Insurance cover is in place.

Dealing with blood

We may not be aware that any child attending the setting has a condition that may be transmitted via blood. Any staff member dealing with blood must:

- Always take precautions when cleaning wounds as some conditions such as hepatitis or the HIV virus can be transmitted via blood.
- Wear disposable gloves and aprons and wipe up any blood spillage with disposable cloths and neat sterilising fluid. Such solutions must be carefully disposed of immediately after use using a yellow hazard body fluid bag.

Needle punctures and sharps injury

We recognise that injuries from needles, broken glass and so on may result in blood-borne infections and that staff must take great care in the collection and disposal of this type of material. For the safety and well-being of the employees, any staff member dealing with needles, broken glass etc. must treat them as contaminated waste. If a needle is found the local authority must be contacted to deal with its disposal.

Sun Safety

At Stars Day Nurseries we are committed to ensuring that all children are fully protected from the dangers of too much sun/UV rays. Severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life.

We follow guidance from the weather and UV level reports and use the following procedures to keep children safe and healthy in the sun:

- Children must have a clearly labelled sun hat which will be worn whilst outside in sunny weather. This hat will preferably be of legionnaires design (i.e., with an extended back and side to shield children's neck and ears from the sun) to provide additional protection. The setting does not keep a supply of spare hats due to the risk of contamination of head lice.
- Children must have their own labelled high factor sun cream with prior written consent for staff to apply. This enables children to have sun cream suitable for their own individual needs. Staff must be aware of the expiry date and discard sunscreen after this date.
- The setting will carry a stock of suncream to be used in an emergency with prior written consent for staff to apply. Verbal consent will also be received on the day of application. Parents will be charged for the use of this sun-cream at a cost reflective of the current value of the suncream used.
- Parents are requested to supply light-weight cotton clothing for their children suitable for the sun, with long sleeves and long legs. Thin strappy tops that expose shoulders are not acceptable in the setting.
- Children's safety and welfare in hot weather is the setting's prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided.
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; children may not be allowed in the direct sunlight between 11.00am – 3.00pm on hot days. Shaded areas are provided to ensure children can still go out in hot weather, cool down or escape the sun should they wish or need to.
- Children will always have sun cream applied before going outside in the hot weather and at frequent intervals during the day. Staff will check the application time on the suncream bottle and apply and reapply as directed. Application times are recorded by staff.
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days, and this will be accessible both indoors and out.
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun.
- Key persons also work with the parents of their key children to decide and agree on suitable precautions to protect children from burning, including those with more sensitive skin types and those that may be more tolerant to the sunshine, e.g., black and/or Asian colouring.

Vitamin D

Sunlight is important for the body to receive vitamin D. We need vitamin D to help the body absorb calcium and phosphate from our diet. These minerals are important for healthy bones, teeth, and muscles. Our body creates vitamin D from direct sunlight on our skin when we are outdoors. Most people can make enough vitamin D from being out in the sun daily for short periods with their hands or other body parts uncovered.

At Stars Day Nurseries we find the right balance to protecting children from sunburn by following the NHS guidance. The benefits are discussed with parents and their wishes followed regarding the amount of sun cream applied.

We also promote the NHS recommendation to parents that all children aged under 5 years should be given vitamin D supplements even if they do get out in the sun.
<https://www.nhs.uk/conditions/vitamins-and-minerals/vitamin-d/>

Personal Development: Sleep

Policy Intent

Stars Day Nurseries aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

Aspire

Practitioners are knowledgeable about young children's health and development and ensure good practice is shared effectively with families.

The EYFS Statutory Guidance

3.60. Sleeping children must be frequently checked to ensure that they are safe. Being safe includes ensuring that cots/bedding are in good condition and suited to the age of the child, and that infants are placed down to sleep safely in line with latest government safety guidance. There should be a separate baby room for children under the age of two. However, providers must ensure that children in a baby room have contact with older children and are moved into the older age group when appropriate.

Implementation

The safety of babies' sleeping is paramount. Our policy follows the advice provided by The Cot Death Society and Lullaby Trust to minimise the risk of Sudden Infant Death. We make sure that:

- Cots and coracles are provided to offer a range of options for sleeping babies and children to access.
- Babies are placed on their backs to sleep, if a baby has rolled onto their tummy, we turn them onto their back again unless they are able to roll from back to front and back again, on their own, in which case we enable them to find their own position.
- Babies/toddlers are never put down to sleep with a bottle to self-feed.
- Babies/toddlers are monitored visually when sleeping looking for the rise and fall of the chest and if the sleep position has changed.
- Checks are recorded every 10 minutes and as good practice we monitor babies under six months or a new baby sleeping during the first few weeks every five minutes until we are familiar with the child and their sleeping routines, to offer reassurance to them and families.
- Babies/ children are never left to sleep in a separate sleep room without staff supervision.

Appropriate cots and sleep mats

- Appropriate cots, coracles and/or sleep mats are provided for children to sleep on lying flat. We only using safety-approved cots or other suitable sleeping equipment (i.e., mats) that are compliant with British Standard regulations.
- Sleep mats and cots covered with mattress covers, are always fitted with clean fitted sheets before being used.
- Bedding is laundered every time it is changed and at least once a week.

- Sleep mats and cot mattresses are cleaned with sanitiser spray in between uses by different children.
- Cot mattresses are checked for wear and tear regularly and replaced, as necessary.

We provide a safe sleeping environment by:

- Using clean, light bedding/blankets and ensuring babies are appropriately dressed for sleep to avoid overheating.
- Only letting babies sleep in prams if they lie flat and we have parents' written permission.
- Enable babies to sleep outdoors, where appropriate and with parents' permission.
- Not using cot bumpers or cluttering cots with soft toys, although comforters may be given where required.
- Keeping all spaces around cots and beds clear from hanging objects i.e., hanging cords, blind cords, drawstring bags.
- Ensuring every baby/toddler is provided with clean bedding labelled to them and working in partnership with parents to meet any individual needs for example if a child prefers to sleep in a sleeping bag, we will ask parents/carers to bring one from home.
- Cleaning all bedding as required and at least weekly.
- Transferring any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest.
- Having a no smoking policy.

We ask parents to complete sheets on their child's sleeping routine with the child's key person when the child starts at the setting, and these are reviewed and updated at timely intervals. If a baby has an unusual sleeping routine or a position that we do not use in the setting i.e. babies sleeping on their tummies or in a sling, we will explain our policy to the parents and not usually offer this unless the baby's doctor has advised the parent of a medical reason to do so in which case we would ask them to sign to say they have requested we adopt a different position or pattern.

We recognise parents' knowledge of their child regarding sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep.

Individual sleep routines are followed rather than one set sleep time for all children. We create an environment that helps to settle children that require a sleep for example dimming the lights, using soft music, where applicable whilst ensuring that we continue to meet the needs of the children that do not require a sleep and ensure they can continue to play, learn, and develop. This may involve taking children outdoors or linking with other rooms/children.

Staff will discuss any changes in sleep routines at the end of the day and share information about children's behaviour when they do not receive enough sleep.

Sleeping twins

We follow the advice from The Lullaby Trust regarding sleeping twins. Further information can be found at: <http://www.lullabytrust.org.uk>

Compliance with “sudden infant death” guidance

- A copy of the NHS’s “sudden infant death (SIDS) guidance” document is displayed in a prominent location in any areas in which children under the age of 18 months sleep.
- All staff must be familiar with the guidance and always follow the recommendations within it.
- The guidance can be found here: <https://www.nhs.uk/conditions/sudden-infant-death-syndrome-sids/>

Personal Development: Intimate Care

Policy Intent

At Stars Day Nurseries we believe that all children need contact with familiar, consistent carers to ensure they can grow and develop socially and emotionally. At times children need to be cuddled, encouraged, held, and offered physical reassurance. Intimate care routines are essential throughout the day to meet children's basic needs. This may include nappy changing, supporting children with toileting, changing clothes, and giving first aid treatment and specialist medical support, where required.

Aspire

The key person ensures every child's learning and care is tailored to meet their individual needs.

The EYFS Statutory Guidance

3.27 Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child, and build a relationship with their parents.

Implementation

To maintain the child's privacy, we will carry out most of these intimate care actions on a one-to-one basis, wherever possible, by the child's key person except for first aid treatment which must be carried out by a qualified first aider.

We wish to ensure the safety and welfare of children during intimate care routines and safeguard them against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. We aim to support all parties through the following actions:

- Promoting consistent and caring relationships through the key person system in the setting and ensuring all parents understand how this works.
- Ensuring all staff undertaking intimate care routines have suitable enhanced DBS checks.
- Training all staff in the appropriate methods for intimate care routines and arranging specialist training where required, i.e., paediatric first aid training, specialist medical support.
- Ensuring children are afforded privacy during intimate care routines whilst balancing this with the need to safeguard children and staff. No nappies will be changed, or intimate routines take place, behind closed doors. Another staff member will always be in sight or hearing distance.
- Changing areas are clutter free spaces that provide opportunities for quality interactions between children and their key person.
- Changing mats are cleaned before and after use and staff wear PPE to create hygienic environments for all children.
- Technology devices are not allowed in changing areas.
- Conducting thorough inductions for all new staff to ensure they are fully aware of all setting procedures relating to intimate care routines.
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training.

- Working closely with parents on all aspects of the child's care and education. This is essential for intimate care routines which require specialist training or support. If a child requires specific support the setting will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs.
- Ensuring all staff have an up-to-date understanding of safeguarding/child protection and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns as set out in the safeguarding/child protection policy.
- Operating a whistleblowing policy to help staff raise any concerns about their peers or managers; and helping staff develop confidence in raising worries as they arise to safeguard the children in the setting.
- Conducting working practice observations on all operational aspects to ensure that procedures are working in practice and all children are supported fully by the staff. This includes intimate care routines.
- Conducting regular risk assessments on all operational aspects including intimate care and reviewing the safeguards in place. The setting has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

Personal Development: Key Person

Policy Intent

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs.

Research shows that a key person approach benefits the child, the parents, the staff, and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed, and the setting is a happy and dedicated place to attend or work in.

Aspire

The key person ensures every child's learning and care is tailored to meet their individual needs.

The EYFS Statutory Guidance

3.27 Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child, and build a relationship with their parents.

Implementation

We want children to feel safe, stimulated, and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

Procedure

- We allocate each child a key person before the child starts.
- The key person is responsible for the induction of the family and for settling the child into our setting.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care, and learning. Skills development is shared with parents through the online system.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder and co-ordinates the sharing of appropriate information about the child's development with those carers.
- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up to date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.

- We provide a buddy key person, so the child and the parents have a key contact in the absence of the child's key person.
- We promote the role of the key person as the child's primary carer in our setting and as the basis for establishing relationships with other staff and children.

Transitions

We recognise the importance of supporting a child during transition periods in promoting a child's well-being and self-esteem. Transition periods in which we can help to support children at nursery include the time that a child starts attending the setting, the time that a child moves rooms within the setting, the time that a child moves to a different setting and the time that a child starts school.

Supporting a child when moving between rooms

Staff from each room do their best to ensure a child is suitably supported when moving to another room within the setting.

- Parents are informed of the process, including timescales and what to expect. Children move rooms when they are developmentally ready to do so, and this is always discussed with parents prior to the move.
- Each child is given trial sessions in the new room prior to starting.
- The Key Person that is allocated to a child within the new room greets the child as they first come into the room, where possible. They give individual support to the child as appropriate throughout the sessions. They work towards building good relationships with the child from day one.
- The child's familiar Key Person supports them during trial sessions, attending with them if needed.
- The number of trial sessions allocated to each child will vary depending on how the child adjusts in the new room.
- We implement a policy of flexible transitions which are not age dependant. We believe children settle best when they are developmentally ready to move rooms, and we liaise with parents to determine a time frame for this move.

Supporting a child who is moving to another setting.

We recognise a child and their family needs support when leaving our setting and attending another setting.

- The child's Key Person talks to the parents about how they and their child are feeling about the change, supporting them if necessary.
- This is shared with parents, and it is explained by the child's Key Person.
- The child's Key Person completes a Learning and progress review to provide the new setting with information on the child's development and interests.
- Where appropriate the child's Key Person will try to contact the new setting (with parental consent) and provide information about the child that is appropriate for the new setting.

Supporting a child who is moving to school.

We recognise that starting school is a big step for a child and appropriate support for the child and their family is needed to ensure each child gets the best possible start at school.

- Parents are informed of the processes involved, including time scales and what to expect.
- We encourage parents to take part fully in any induction process instigated by the school.
- A child's Key Person completes a transition to school report and sends it to the appropriate school towards the end of the term before they start. This gives the child's new teacher information on the child's needs, interests, and development.
- The child's teacher is welcomed to visit them in setting and talk to their Key Person.
- Practitioners provide support to their key children where possible by:
 - ▶ Providing items to support them, such as school uniforms in the dressing up area.
 - ▶ Providing small group time experiences which help prepare the child for the transition.
 - ▶ Looking at books with children about the subject. The setting will have made some books with photographs of all local feeder schools.
 - ▶ Promoting independent learning and gaining appropriate skills for life to support them to be successful in their transition to school.
 - ▶ Discussing the transition with individual or small groups of children.

Leadership and Management: Information and Records

Policy Intent

This policy is subject to the laws relating to GDPR (General data protection regulations) and document retention.

We are required under current legislation to retain some records regarding staff, children, and parents. Within the legislation framework it states that we are required to retain elements of this information for set periods of time. This policy details where information is stored and the procedure to archive information within Stars Day Nurseries.

Aspire

Practitioners understand the requirements of the General Data Protection Regulation and implement its principles effectively.

The EYFS Statutory Guidance

3.69. Providers must maintain records and obtain and share information (with parents and carers, other professionals working with the child, the police, social services and Ofsted as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. Providers must enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting. If requested, providers should incorporate parents' and/or carers' comments into children's records.

3.70. Records must be easily accessible and available (these may be kept securely off the premises). Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them. Providers must be aware of their responsibilities under the Data Protection Legislation and where relevant the Freedom of Information Act 2000.

3.71. Providers must ensure that all staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. Parents and/or carers must be given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the Data Protection Act.

3.72. Records relating to individual children must be retained for a reasonable period after they have left the provision.

Implementation:

There are record keeping systems in place that meet legal requirements; means of storing and sharing information take place within the framework of the General Data Protection Act (GDPR 2018) and the Human Rights Act.

We keep two kinds of records on children attending our setting:

Developmental records

- These include observations of children in the setting, photographs, video clips, samples of their productions and developmental reports.

- These can be freely accessed, and contributed to, by staff, the child, and the child's parents.

Personal records

- These include registration and admission forms, signed consent forms, and correspondence concerning the child or family. Reports or minutes from meetings concerning the child from other agencies, and ongoing record of relevant contact with parents. Observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- These confidential records are stored in a lockable file or cabinet and are kept secure by the person in charge in an office or other suitable safe place.
- Parents have access, in accordance with our GDPR Data Protection policy, to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for five years after they have left the setting. These are kept in a secure place.

Other records

- Issues relating to the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students undertaking recognised qualifications and training, when they are observing in the setting, are advised of our confidentiality policy, and are required to respect it.

Information stored Manually in Setting

Manual records should be filed in a secure location within lockable cupboards in the setting. Only Setting Management and Stars Day Nurseries Senior Management have access to these manual records. An appropriate filing system is in place for all Manual Records in the setting. This filing system should be kept up to date with all manual records being filed within 24 hours of completion.

Information stored Digitally in Setting

Digital Information should only be stored in Stars Day Nurseries 'One-Drive' system. Information should not be stored on Computer Hard Drives or on USB devices.

An appropriate filing system should be in place for all Digital records in 'One Drive.' Only Setting Management, Senior Staff, Admin Staff and Stars Day Nurseries Senior Management have access to these Digital records. This filing system should be up to date with all Digital records being filed by the close of business each day.

Information Archived on One-Drive should be dated with a 'Destroy Date.' This ensures that information can be destroyed effectively by The Setting Management and Senior Management Team and that Stars Day Nurseries settings adhere to the Retention Policy.

Information stored in the Manual Archive at Head Office

Manual Information to be stored in Archive must be collated and packaged with a 'Packet information sheet' detailing:

- Setting name.
- Packet Number.
- Destroy Date.
- Information Type (taken from the Retention Policy Document Types).

This information must also be logged in the Setting Archive spreadsheet and saved in 'One Drive Managers'.

The Packet must be sent to Head Office where it will be logged as received in the Head Office Archive Spreadsheet and placed in the Destroy Date Archive Box.

Archive boxes are stored securely in Stars Day Nurseries Head Office Facility.

Requesting Access to Manual Archives at Head Office

When settings require access to Manual Archive, they must add a Manual Archive Request of the Packet to the Managers Group in Microsoft Teams. Head Office staff will receive the request and pull out the Packet for transportation to the setting within 48 hours of the request being received.

Record Retention

We are required under current legislation to retain some records regarding staff, children, and parents. Within the legislation framework it states that we are required to retain elements of this information for set periods of time.

Set out below is a brief overview of the information we are obliged to retain, how long we intend to keep the information, why we are keeping the information and the date of disposal.

Children's information– These records are to be kept for 7 years from the date the child leaves the setting, after which they will be destroyed.

Paperwork to be stored.

- *Enrolment forms.*
- *Parent contracts.*
- *Funding contracts (local authority).*
- *Sickness in session.*
- *Registers.*

Records relating to individual children's additional needs – Original copies of all SEN documents MUST be passed to the receiving School or setting as the child leaves. Stars will not keep any copies of the files; however, we will record on a tracking sheet the information that has been passed to the receiving school or setting. The tracking sheet information MUST be destroyed at the end of 7 years from the date of the original documentation handover.

Accidents, incidents, and pre-existing injuries for CHILDREN – Any records relating to accidents and incidents for children, not completed within the online system will be kept until the child turns 21 years. Records will be destroyed after 21 years.

Paperwork to be stored:

- *Head injury sheet.*
- *Accident sheet.*
- *Incident sheet.*
- *Handwritten pre-existing injuries sheet.*

Accidents, incidents, and pre-existing injuries for ADULTS - Any records relating to accidents, incidents and pre-existing injuries for adults MUST be kept for 3 years after which they will be destroyed.

Paperwork to be stored:

- *Hard copy accident sheets.*
- *Hard copy head injury forms and advice sheets.*
- *Significant incidence records.*
- *Hard copy Pre-existing injuries.*

Safeguarding Records and Cause for Concern forms – All original documentation MUST be passed to the receiving School or setting. The records MUST only be passed to the safeguarding lead personally and not to any general member of the team. Records being transported outside of the county must be sent by registered post and tracked to ensure they arrive at their intended destination. Files should not be moved to a different school or setting without the written consent of parents or any parties carrying “parental responsibility.”

If Stars are unsure of the whereabouts of any child, they must contact their Early years advisor and seek guidance on how to store the documentation and for how long it should be kept by Stars Day Nurseries.

Stars Day Nurseries will not keep any copies of the files however, we will record on a tracking sheet the information that has been passed to the receiving school or setting. The “movement of child protection files” form is to be used to record the information that is passed to the next school or setting. This form MUST be destroyed at the end of 7 years from the recorded date of handover.

Paperwork to be stored:

- *The “movement of child protection files” sheet which will be stored digitally.*

Records of assault in the workplace on staff – These records MUST be kept for a 2-year period after the date of the assault, after which they will be destroyed.

Paperwork to be stored:

- *Incident report (hard copy).*

Records of any reportable death, disease, or dangerous occurrence (for children) - As these incidents could result in potential negligence claims, or evolve into a more serious health condition, we keep records for 21 years.

Types of “dangerous occurrence” include fractures, broken limbs, serious head injuries or sustained injuries where the child has been hospitalized.

Paperwork to be stored, (if not otherwise saved in the online system):

- *Incident sheets (hard copy).*
- *Accident sheets including head injuries (hard copy).*
- *Health and safety checks.*

Records of any reportable death, injury, disease, or dangerous occurrence (for adults)

– As these incidents could result in potential negligence claims or evolve into a more serious health condition.

Stars Day Nurseries will store the records for 3 years from the date of the incident / accident after which they will be destroyed.

Type of accidents include fractures, broken limbs, serious head injuries or events leading to the adult being hospitalized.

Paperwork to be stored, (if not otherwise saved in the online system):

- *Incident sheets (hard copy).*
- *Accident sheets including head injuries (hard copy).*

Individual children’s online journals – It is the responsibility of families to download the data for their child’s online journal stored within the online system as soon as their child leaves the setting. Stars Day Nurseries will archive each child’s data as soon as the child’s placement ends. We will offer a 6-week period for the external downloads to take place by those holding parental responsibility. After the period of 6 weeks has expired the setting will delete the child’s learning journal from the online system. This file will no longer be retrievable.

Observation, planning and assessment records of children – Observations and assessments are filed and stored as evidence for OFSTED, should an inspection take place. All settings will hold only the observations and assessments they are working with in the current academic year (1 year) as evidence. Records from previous years will be destroyed.

Personnel files – All files for employees that no longer are employed by Stars Day Nurseries will be stored for a period of 6 years.

Paperwork to be stored:

- *Personnel file.*
- *Appraisals.*
- *Supervision.*
- *Disciplinary documents.*
- *Performance management paperwork.*
- *Contract of employment.*
- *Job description.*
- *References.*
- *Application form.*

Staff Rota – Staff Rota's and "staff hours" sheets should be kept for a period of 6 years after which they will be destroyed.

Paperwork to be stored:

- Staff Rota (this information will usually be digital and stored in the "OneDrive" folder for Stars Day nurseries).
- Staff hours sheets.

Hazardous substance injury – Any records relating to a hazardous substance injury must be kept for 3 years after which the original recording will be destroyed.

Paperwork to be stored:

- Accidents sheets (hard copy).
- Incident sheet (hard copy).
- COSHH sheet relevant to the chemical injury.

Insurance certificate, ICO certificates and OFSTED registrations – These documents are required to be retained for 40 years from the date of issue after which they will be destroyed.

Paperwork to be stored:

- Insurance certificates.
- ICO certificates.
- Public liability certificates.
- OFSTED registration documents.

Online System bulk downloads - Settings are required to complete Bulk downloads of the data as a "back up" to the online system monthly. At the point of saving the data, the date of destruction must be added to the file title. This file will be kept in a digital format, downloaded to "OneDrive."

Files will be deleted after 21 years by the Stars Day Nurseries Data handler currently: Haider Ali.

COSHH (control of substances hazardous to health) – Each time a new product is purchased and used in the setting a COSHH risk assessment or data sheet must be obtained, completed, and saved in the settings "COSHH" file.

Likewise, when a chemical is no longer being used or purchased, the COSHH sheet for the chemical should be removed from the file immediately and destroyed.

Food safety – Each setting will keep content information on all items of foods used for the children to eat over the course of the day. The content information will include references to the 14 major food allergens to support adults caring for children effectively and safely.

The food allergen folder will hold only a list of current commonly eaten foods and remain up to date, however as food is removed from the menu the food/allergen information specific to that food should be removed from the folder and destroyed.

Records of team meeting – Each setting will hold regular team meetings at which a set of minutes will be compiled and kept being able to share, reflect on, review training, and recall relevant information.

Meeting minutes will be kept for a period of 6 years after which they will be destroyed.

Paperwork to be stored:

- *Minutes of meetings.*
- *Action plans that follow meetings.*

Action plans – and documents ensuring quality and consistency in the setting will be kept for a period of 1 (academic) year after which they will be destroyed:

Paperwork to be stored:

- *Action plans.*
- *Planning checks.*
- *Room inspections.*

Risk assessments – Risk assessments are completed reactively to situations or reviewed annually. Most risk assessments are kept in digital format for 21 years along with other records stored within the online system. However, from time to time a hard copy of a risk assessment may be produced. These risk assessments should be transported to the online system at the settings earliest convenience, alternatively they can be kept as a hardcopy for the current academic year in which the setting is working. At the end of the academic year the hard copy risk assessments will be destroyed.

Client Access to Records

Stars Day Nurseries have an open access policy in relation to accessing information about the setting and parents' own children.

Parents are welcome to view the policies and procedures of the setting, which govern the way in which the setting operates. These may be viewed at any time when the setting is open, simply by asking the manager or by accessing the file on Stars Day Nurseries website. The manager or any other relevant staff member will also explain any policies and procedures to parents or use any other methods to make sure that parents understand them.

Parents are also welcomed to see and contribute to all the records that are kept on their child. However, we must adhere to data protection laws and, where relevant, any guidance from the relevant agencies for child protection.

As we hold personal information about staff and families, we are registered under data protection law with the Information Commissioner's Office. A copy of the certificate can be viewed in the setting. All parent, child and staff information are stored securely according to the requirements of data protection registration, including details, permissions, certificates, and photographic images. We will ensure that staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

Leadership and Management: GDPR – Data Protection Policy

Policy Intent

This policy applies to the processing of personal data in manual and electronic records kept by the Company in connection with its human resources function as described below. It also covers the Company's response to any data breach and other rights under the General Data Protection Regulation.

This policy applies to the personal data of job applicants, existing and former employees, apprentices, volunteers, placement students, workers, and self-employed contractors. These are referred to in this policy as relevant individuals.

"Personal data" is information that relates to an identifiable person who can be directly or indirectly identified from that information, for example, a person's name, identification number, location, online identifier. It can also include pseudonymised data.

"Special categories of personal data" is data which relates to an individual's health, sex life, sexual orientation, race, ethnic origin, political opinion, religion, and trade union membership. It also includes genetic and biometric data (where used for ID purposes).

"Criminal offence data" is data which relates to an individual's criminal convictions and offences.

"Data processing" is any operation or set of operations which is performed on personal data or on sets of personal data, whether by automated means, such as collection, recording, organisation, structuring, storage, adaptation or alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, alignment or combination, restriction, erasure, or destruction.

The Company makes a commitment to ensuring that personal data, including special categories of personal data and criminal offence data is processed in line with GDPR and domestic laws and all its employees conduct themselves in line with this, and other related, policies. Where third parties process data on behalf of the Company, the Company will ensure that the third party takes such measures to maintain the Company's commitment to protecting data. In line with GDPR, the Company understands that it will be accountable for the processing, management and regulation, and storage and retention of all personal data held in the form of manual records and on computers.

Aspire

Practitioners understand the requirements of the General Data Protection Regulation and implement its principles effectively.

The EYFS Statutory Guidance

3.71. Providers must ensure that all staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. Parents and/or carers must be

given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the Data Protection Act.

Implementation

Types of data held.

Personal data is kept in personnel files or within the Company's HR systems. The following types of data may be held by the Company, as appropriate, on relevant individuals:

- name, address, phone numbers - for individual and next of kin.
- CVs and other information gathered during recruitment.
- references from former employers.
- National Insurance numbers.
- job title, job descriptions and pay grades.
- conduct issues such as letters of concern, disciplinary proceedings.
- holiday records.
- internal performance information.
- medical or health information.
- sickness absence records.
- tax codes.
- terms and conditions of employment.
- training details.

Relevant individuals should refer to the Company's privacy notice for more information on the reasons for its processing activities, the lawful bases it relies on for the processing and data retention periods.

Data protection principles

All personal data obtained and held by the Company will:

- be processed fairly, lawfully and in a transparent manner.
- be collected for specific, explicit, and legitimate purposes.
- be adequate, relevant, and limited to what is necessary for the purposes of processing.
- be kept accurate and up to date. Every reasonable effort will be made to ensure that inaccurate data is rectified or erased without delay.
- not be kept for longer than is necessary for its given purpose.
- be processed in a manner that ensures appropriate security of personal data including protection against unauthorised or unlawful processing, accidental loss, destruction, or damage by using appropriate technical or organisation measures.
- comply with the relevant GDPR procedures for international transferring of personal data.

In addition, personal data will be processed in recognition of an individuals' data protection rights, as follows:

- the right to be informed.
- the right of access.

- the right for any inaccuracies to be corrected (rectification).
- the right to have information deleted (erasure).
- the right to restrict the processing of the data.
- the right to portability.
- the right to object to the inclusion of any information.
- the right to regulate any automated decision-making and profiling of personal data.

Procedures

The Company has taken the following steps to protect the personal data of relevant individuals, which it holds or to which it has access:

- it appoints employees with specific responsibilities for:
 - a. the processing and controlling of data.
 - b. the comprehensive reviewing and auditing of its data protection systems and procedures.
 - c. overseeing the effectiveness and integrity of all the data that must be protected.

There are clear lines of responsibility and accountability for these different roles.

- it provides information to its employees on their data protection rights, how it uses their personal data, and how it protects it. The information includes the actions relevant individuals can take if they think that their data has been compromised in any way.
- it provides its employees with information and training to make them aware of the importance of protecting personal data, to teach them how to do this, and to understand how to treat information confidentially.
- it can account for all personal data it holds, where it comes from, who it is shared with and who it might be shared with.
- it carries out risk assessments as part of its reviewing activities to identify any vulnerabilities in its personal data handling and processing, and to take measures to reduce the risks of mishandling and potential breaches of data security. The procedure includes an assessment of the impact of both use and potential misuse of personal data in and by the Company.
- it recognises the importance of seeking individuals' consent for obtaining, recording, using, sharing, storing, and retaining their personal data, and regularly reviews its procedures for doing so, including the audit trails that are needed and are followed for all consent decisions. The Company understands that consent must be freely given, specific, informed, and unambiguous. The Company will seek consent on a specific and individual basis where appropriate. Full information will be given regarding the activities about which consent is sought. Relevant individuals have the absolute and unimpeded right to withdraw that consent at any time.
- it has the appropriate mechanisms for detecting, reporting, and investigating suspected or actual personal data breaches, including security breaches. It is aware of its duty to report significant breaches that cause significant harm to the affected individuals to the Information Commissioner and is aware of the possible consequences.
- it is aware of the implications of the transfer of personal data internationally.

Access to data

Relevant individuals have a right to be informed whether the Company processes personal data relating to them and to access the data that the Company holds about them.

Relevant individuals must inform the Company immediately if they believe that the data is inaccurate, either because of a subject access request or otherwise. The Company will take immediate steps to rectify the information.

For further information on making a subject access request, employees should refer to our Subject Access Request Policy.

Data disclosures

The Company may be required to disclose certain data/information to any person. The circumstances leading to such disclosures include:

- any employee benefits operated by third parties.
- disabled individuals - whether any reasonable adjustments are required to assist them at work.
- individuals' health data - to comply with health and safety or occupational health obligations towards the employee.
- for Statutory Sick Pay purposes.
- HR management and administration - to consider how an individual's health affects his or her ability to do their job.
- the smooth operation of any employee insurance policies or pension plans.

These kinds of disclosures will only be made when strictly necessary for the purpose.

Data security

The Company adopts procedures designed to maintain the security of data when it is stored and transported. More information can be found in the data transfer security policy.

In addition, employees must:

- ensure that all files or written information of a confidential nature are stored in a secure manner and are only accessed by people who have a need and a right to access them.
- ensure that all files or written information of a confidential nature are not left where they can be read by unauthorised people.
- check regularly on the accuracy of data being entered into computers.
- always use the passwords provided to access the computer system and not abuse them by passing them on to people who should not have them.
- use computer screen blanking to ensure that personal data is not left on screen when not in use.

Personal data relating to employees should not be kept or transported on laptops, USB sticks, or similar devices, unless authorised by the Director. Where personal data is recorded on any such device it should be protected by:

- ensuring that data is recorded on such devices only where necessary.
- using an encrypted system — a folder should be created to store the files that need extra protection and all files created or moved to this folder should be automatically encrypted.
- ensuring that laptops or USB drives are not left lying around where they can be stolen.

Failure to follow the Company's rules on data security may be dealt with via the Company's disciplinary procedure. Appropriate sanctions include dismissal with or without notice dependent on the severity of the failure.

International data transfers

The Company does not transfer personal data to any recipients outside of the EEA.

Third Party Processors

The Company utilise external processors for certain processing activities. We use information audits to identify, categorise and record all personal data that is processed outside of the company, so that the information, processing activity, processor and legal basis are all recorded, reviewed and easily accessible. Such external processing includes (but is not limited to) Insurance Services, Telecoms, Pensions, IT Services, Banking Services, Financial Services, Legal Services, HR, and Payroll services.

Breach notification

Where a data breach is likely to result in a risk to the rights and freedoms of individuals, it will be reported to the Information Commissioner within 72 hours of the Company becoming aware of it and may be reported in more than one instalment.

Individuals will be informed directly if the breach is likely to result in a high risk to the rights and freedoms of that individual.

If the breach is sufficient to warrant notification to the public, the Company will do so without undue delay.

Training

New employees must read and understand the policies on data protection as part of their induction.

All employees receive training covering basic information about confidentiality, data protection and the actions to take upon identifying a potential data breach.

All employees who need to use our online system are trained to protect individuals' private data, to ensure data security, and to understand the consequences to them as individuals and the Company of any potential lapses and breaches of the Company's policies and procedures.

Records

The Company keeps records of its processing activities including the purpose for the processing and retention periods in its HR Data Record. These records will be kept up to date so that they reflect current processing activities.

Data protection compliance

Haider Ali is the Company's appointed compliance officer in respect of its data protection activities. He can be contacted at Stars Day Nurseries Head Office, 172 Park Road, Peterborough, PE1 2UF 01733 309878.

Leadership and Management: GDPR – Data Breach Notification Policy

Policy Intent

The Company is fully aware of its obligations under the General Data Protection Regulation (GDPR) to process data lawfully and to ensure it is kept securely. We take these obligations extremely seriously and have protocols in place to ensure that, to the best of our efforts, data is not susceptible to loss or other misuse.

The GDPR incorporates a requirement for a personal data breach to be notified to the supervisory authority and in some cases to the affected individuals. This policy sets out the Company's stance on acting in line with GDPR if a breach were to occur.

Aspire

Practitioners understand the requirements of the General Data Protection Regulation and implement its principles effectively.

The EYFS Statutory Guidance

3.70. Records must be easily accessible and available (these may be kept securely off the premises). Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them. Providers must be aware of their responsibilities under the Data Protection Legislation and where relevant the Freedom of Information Act 2000.

Implementation

Personal data breach

A personal data breach is a breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal data transmitted, stored, or processed. A 'breach,' for these purposes, is identifiable as a security incident which has affected the confidentiality, integrity, or availability of personal data.

As indicated above, a data breach for these purposes is wider in scope than the loss of data. The following are examples of data breaches:

- access by an unauthorised third party.
- deliberate or accidental action (or inaction) by a data controller or data processor.
- sending personal data to an incorrect recipient.
- computing devices containing personal data being lost or stolen.
- alteration of personal data without permission.
- loss of availability of personal data.

Breach monitoring and reporting

The Company has controls in place for preventing data breaches and for managing them in the rare event that they do occur.

We have a data protection lead who is responsible for the review and investigation of any data breach involving personal information, regardless of the severity, impact, or containment. All data breaches are reported to this person with immediate effect, whereby the procedures detailed in this policy are followed.

All data breaches will be investigated, even in instances where notifications and reporting are not required, and we retain a full record of all data breaches to ensure that gap and pattern analysis are available and used. Where a system or process failure has given rise to a data breach, revision to any such process is recorded.

Notifiable breaches

For the purposes of this policy, a data breach will be notifiable when it is deemed by the Company as likely to pose a risk to people's rights and freedoms. If it does not carry that risk, the breach is not subject to notification although it will be entered on the Company's breach record.

A risk to people's freedoms can include physical, material, or non-material damage such as discrimination, identity theft or fraud, financial loss and damage to reputation.

When assessing the likelihood of the risk to people's rights and freedoms, the Company will consider:

- the type of breach.
- the type of data involved including what it reveals about individuals.
- how much data is involved.
- the individuals involved e.g., how many are involved, how easy it is to identify them, whether they are children etc.
- how bad the consequences for the individuals would be; and,
- the nature of the Company's work and the resultant severity of a breach.

Actions upon identification of breach

When the Company is made aware of a breach, it will undertake an immediate investigation into what happened and what actions must be taken to restrict any consequences. A determination will be made at that point whether the breach is deemed a notifiable breach and whether it is deemed as resulting in a high risk to the rights and freedoms of individuals.

Timescales for notification to supervisory authority

Where a notifiable breach has occurred, the Company will notify the Information Commissioner's Office (ICO) without undue delay and at the latest within 72 hours of it becoming aware of the breach. If notification is made beyond this timeline, the Company will provide the ICO with reasons for this.

If it has not been possible to conduct a full investigation into the breach to give full details to the ICO within 72 hours, an initial notification of the breach will be made within 72 hours, giving as much detail as possible, together with reasons for incomplete notification and an estimated timescale for full notification. The initial notification will be followed up by further communication to the ICO to submit the remaining information.

Content of breach notification to the supervisory authority

The following information will be provided when a breach is notified:

- a description of the nature of the personal data breach including, where possible:
 - the categories and approximate number of individuals concerned and,
 - the categories and approximate number of personal data records concerned.
- the name and contact details of the point of contact for data protection where more information can be obtained.
- a description of the likely consequences of the personal data breach and,
- a description of the measures taken, or proposed to be taken, to deal with the personal data breach, including, where appropriate, the measures taken to mitigate any possible adverse effects.

Timescales for notification to affected individuals.

Where a notifiable breach has occurred, which is deemed to have a high risk to the rights and freedoms of individuals, the Company will notify the affected individuals themselves, i.e., the individuals whose data is involved in the breach, in addition to the supervisory authority. This notification will be made without undue delay and may, dependent on the circumstances, be made before the supervisory authority is notified.

A high risk may be, for example, where there is an immediate threat of identity theft, or if special categories of data are disclosed online.

Content of breach notification to the affected individuals

The following information will be provided when a breach is notified to the affected individuals:

- a description of the nature of the breach.
- the name and contact details of the point of contact for data protection where more information can be obtained.
- a description of the likely consequences of the personal data breach and,
- a description of the measures taken, or proposed to be taken, to deal with the personal data breach, including, where appropriate, the measures taken to mitigate any possible adverse effects.

Record of breaches

The Company records all personal data breaches regardless of whether they are notifiable or not as part of its general accountability requirement under GDPR. It records the facts relating to the breach, its effects and the remedial action taken.

Leadership and Management: GDPR - Data Transfer Security Policy

Policy Intent

The Company stores information electronically. This policy governs the procedures to protect this information and sets out how data should be transferred around the Company, and outside the Company, in a secure and protected way.

Aspire

Practitioners understand the requirements of the General Data Protection Regulation and implement its principles effectively.

The EYFS Statutory Guidance

3.72. Records relating to individual children must be retained for a reasonable period after they have left the provision.

Implementation

The law

Data storage is regulated by the General Data Protection Regulation. Standards are set out in the Regulation and one of the key points for consideration in a data transfer situation is that personal data must not be transferred to a country/territory outside the European Economic Area (EEA) unless that country/territory ensures appropriate safeguards.

Sensitive data

Sensitive data, for the purpose of this policy, includes data which contains:

- personal details about an individual (including those which are classed as special categories of data including data relating to health and race etc).
- confidential data about the Company.
- confidential data about goods, products, or services.
- confidential data about Company customers and suppliers.

If employees have any doubt as to whether data is or is not 'sensitive data,' the employees must refer the matter to their line manager.

Data transfers

Employees must seek consent from their line manager to authorise the transfer of sensitive data.

Data (sensitive or not) should only be transferred where it is strictly necessary for the effective running of the Company. Accordingly, before any data transfers are requested, the necessity of the transfer should be considered in advance.

After authorisation has been granted, the data must be encrypted, compressed and password protected before it is sent.

Data transfers by post/courier

Data transfers which occur via physical media such as data sticks must only be dispatched via secure post. The use of first- or second-class Royal Mail is not permitted; only Special Delivery or Recorded Delivery should be used. For non-Royal Mail services, a secure courier service must be used with a signature obtained upon delivery.

The recipient should be clearly stated on the parcel and the physical media must be securely packaged so that it does not break or crack.

The recipient should be advised in advance that the data is being sent so that they are aware when to expect the data. The recipient must confirm safe receipt as soon as the data arrives. The employee responsible for sending the data is responsible for confirming the data has arrived safely.

Lost or missing data

If an employee discovers that data has been lost or is missing, the employee is required to inform Head Office immediately.

The Company's Breach Notification Policy will be followed. An investigation will be initiated immediately to establish the events leading to the data loss/theft and to determine whether a breach of personal data has occurred. If it has, a determination will be made as to whether the breach is notifiable under that policy.

A Director must consider referring a matter to the police if it is found that unauthorised individuals have accessed sensitive data. Data which is held in the correct encrypted, compressed and/or password protected formats, which has been accessed by an unauthorised individual, has been accessed unlawfully.

Negligent data transfers

Employees who fail to comply with the requirements of this policy are likely to have their actions considered as gross misconduct, which may result in summary dismissal. Personal data breaches may result in exceptionally large fines for the Company.

Employees must not be negligent when transferring sensitive data. Examples of negligence include failing to obtain authorisation from the line manager, failing to ensure the data is encrypted, compressed and password-protected, or using non-secure post services which are not tracked or insured.

Leadership and Management: Subject Access Request Policy

Policy Intent

Under the General Data Protection Regulation (GDPR), you have a right to receive confirmation that an organisation processes your personal data, and a right to access that data so that you may be aware of it and are able to verify the lawfulness of the processing. The process for doing so is called a subject access request and this policy sets out the procedure to be undertaken when such a request is made by you regarding data processed about you by the Company.

Aspire

Practitioners understand the requirements of the General Data Protection Regulation and implement its principles effectively.

The EYFS Statutory Guidance

3.70. Records must be easily accessible and available (these may be kept securely off the premises). Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them. Providers must be aware of their responsibilities under the Data Protection Legislation and where relevant the Freedom of Information Act 2000.

Implementation

What is personal data?

“Personal data” is any information relating to an identifiable person who can be directly or indirectly identified by reference to an identifier, including your name.

“Special categories of personal data” includes information relating to:

- race,
- ethnic origin,
- politics,
- religion,
- trade union membership,
- genetics,
- health,
- sex life or,
- sexual orientation.

Information you are entitled to.

When you make a subject access request, you will be informed of:

- whether or not your data is processed and the reasons for the processing of your data.
- the categories of personal data concerning you.
- where your data has been collected from if it was not collected from you.
- anyone who your personal data has been disclosed to or will be disclosed to, including anyone outside of the EEA and the safeguards utilised to ensure data security.
- how long your data is kept for (or how that period is decided).

- your rights in relation to data rectification, erasure, restriction of and objection to processing.
- your right to complain to the Information Commissioner if you are of the opinion that your rights have been infringed.
- the reasoning behind any automated decisions taken about you.

Making a subject access request

Subject access requests must be made in writing and can be made in either hard copy format or electronically. Including specific details of the data you wish to see in your request will enable a more efficient response from the Company. We may need to contact you for further details on your request if insufficient information is contained in the original request.

Requests may be made by you personally or by a third party, e.g., a solicitor acting on your behalf. We will request evidence that the third party is entitled to act on your behalf if this is not provided at the same time as the request is made.

Upon receiving a subject access request

The Company will comply with your request without delay and at the latest within one month unless one of the following applies:

- in some cases, we will be unable to supply certain pieces of information that you have requested. This may be because it is subject to legal privilege or relates to management planning. Where this is the case, the Company will inform you that your request cannot be complied with, and an explanation of the reason will be provided.
- we require extra time because the requests are complex or numerous. In these circumstances, the Company will write to you within one month of receipt of your request to explain why an extension is required. Where an extension is required, information will be provided within three months of the request.

Before supplying the data (where appropriate) we may contact you asking for proof of identity. You must produce this evidence for your request to be complied with.

Your request will normally be complied with free of charge. However, we may charge a reasonable fee if the request is manifestly unfounded or excessive, or if it is repetitive. In addition, we may charge a reasonable fee if you request further copies of the same information. The fee charged will be based on the administrative cost of providing the information requested.

Refusing a request

The Company may refuse to comply with a subject access request if it is manifestly unfounded or excessive, or if it is repetitive. In these circumstances, we will write to you without undue delay and at the latest within one month of receipt to explain why we are unable to comply. You will be informed of the right to complain to the Information Commissioner and to a judicial remedy.

Enforced subject access requests.

Forcing employees to obtain information via a subject access request, usually in relation to an individual's criminal record, is a criminal offence. No employee of the Company will be required to make a subject access request.

Leadership and Management: Finance and Government Funding

Policy Intent

Stars Day Nurseries believe that every family needs to have open and transparent information regarding our admissions criteria and regarding how our services are funded. This policy details the difference in our terms and conditions regarding:

- sessions that are self-funded by families.
- sessions that are Government Funded.

and states criteria for enrolment into our settings.

Aspire

Staff teams have a clear business focus and are led by highly effective business minded Management Teams focused on sustainability.

Local Authority Guidance

Peterborough Local Authority state:

“Early Years childcare providers must have a “Free Early Education Entitlement (FEEE): Provider Agreement” in place with Peterborough City Council to ensure they meet the conditions and requirements of the statutory guidance set by the Government.

To offer funded places, Childcare providers must be registered with Ofsted, deliver the Early Years Foundation Stage (EYFS), and they must meet the terms and conditions set in their local Provider Agreement; this is how we know children will receive high quality care. This ensures that all schemes hugely benefit eligible children and families.”

Implementation

Admissions criteria:

Each setting has a maximum number of places available to children, these are part-time equivalent (pte) places. As a guideline we aim to provide 10% of these part-time equivalent (pte) places to children with SEND.

We will offer a place provided that:

1. The place is available until the child reaches school age.
2. The setting is confident that the family are willing to comply with our terms and conditions of enrolment.
3. The child has no medical or other special need that the setting is unable to provide for effectively, despite making reasonable adjustments and/or seeking specialist help from external agencies.

When all child places are full a waiting list will be operated. Children will be admitted on a first come first served basis, subject to the following exceptions:

- Siblings of children already registered at the setting will be given priority.
- Full time bookings will be given priority over part time bookings.

Inclusion

We do not discriminate against any child based on sex, age, gender reassignment, disability, race, religion, or belief.

We have a robust “Valuing diversity and promoting equality of opportunity” policy which is shared with families at enrolment. We endeavour to meet the individual needs of every child in our care, and we are committed to supporting families in providing a stimulating learning and care environment for children with Special Educational Needs and Disabilities.

Wherever possible, children with medical or other special needs are offered a place, considering their individual circumstances, the settings ability to provide the necessary standard of care and the availability of specialist help from external agencies. Please see our “Valuing diversity and promoting equality of opportunity” policy for more details.

Government Funding

Two-year-old entitlement

Two-year-old funding is a scheme for eligible two-year-olds to receive 570 hours of funded early education and childcare over the year; this equates to 15 hours over 38 weeks of the year. You can apply for two-year-old funding if you receive one of the following benefits or credits.

- Income support.
- Income based Job Seekers Allowance.
- Income related Employment Support Allowance.
- Support under part VI of the Immigration and Asylum Act 1999.
- The guaranteed element of Pension Credit.
- Child tax credit - provided annual income assessed by HMRC does not exceed £16,190
- Working tax credit - provided annual income assessment by HMRC does not exceed £16,190
- Working tax credit “run-on” – the payment someone may receive for a further 4 weeks after they stop qualifying for working tax credit.
- Universal credit – if you (and your partner, if applicable) are on a low income from work, this usually means a combined income of less than £15,400 a year after tax.

Or if the child:

- attracts Disability Living Allowance (DLA).
- is looked after by Local Authority.
- has left care through an adoption order, a special guardianship order or a child arrangement order which specifies with whom they live.

You can apply using an application form which can be found online or collected from the Local Authority Head Office at Fletton Quays in Peterborough or from our settings, you can also apply online at www.peterborough.gov.uk/Freefortwos.

Once you submit your application your details are checked on the government’s eligibility checking service database. If the check is successful, the council write to you confirming when your child can begin accessing a funded place. The letter will contain a start date and your child’s unique reference number, which you must bring in to setting for us to log the date and the number. Payment for sessions is made by the council directly to Stars Day Nurseries. You will need to complete a form called a Parent and Provider Agreement which will enable the setting to make the claim for your child. The agreement also details your obligations. To complete the form, you will need to supply your child’s birth certificate and your own National Insurance Number. It is only parents with parental responsibility who can complete the Provider Agreement for their child.

This entitlement can be stretched throughout the year at our nursery settings, so your child can take fewer hours over more weeks of the year. This is commonly taken as 11 hours per week over each week of the year rather than a “term-time” offer of 15 hours per week over 38 weeks of the year.

Three/four-year-old universal entitlement

Funding for three- and four-year-olds is a universal entitlement – this means that all three and four-year-olds can receive it. This gives children 570 hours funded childcare and early education over a minimum of 38 weeks of the year. **Three years olds become eligible for this entitlement from the term following their third birthday.** The setting will ask you to complete a Parent and Provider Agreement which will enable the setting to make the claim for your child as per the process for 2-year-old funding. The setting will usually request you complete this form 4 weeks before the start of the term. Payment for sessions is made by the council directly to Stars Day Nurseries.

This entitlement can be stretched throughout the year at our nursery settings, so your child can take fewer hours over more weeks of the year. This is commonly taken as 11 hours per week over each week of the year rather than a “term-time” offer of 15 hours per week over 38 weeks of the year.

30 Hour Funding Entitlement

Three and four-year-old children of working parents may be entitled to an additional 570 hours per year on top of the universal entitlement, meaning you may be able to claim up to 1,140 hours of funded early education per year. “30 hours funded childcare” refers to a term-time offer, where you get 30 hours funded for 38 weeks of the year. You can “stretch” the entitlement by taking fewer hours over more weeks of the year at our nursery settings. This is commonly taken as 22 hours per week over each week.

To qualify for 30 hours childcare, you must meet the following eligibility criteria.

To be eligible, you (and your partner if you have one) must:

- Each expect to earn the equivalent of 16 hours per week at the National Living Wage or National Minimum Wage for your age. If you are an apprentice, you may still qualify. Where a parent is in a ‘start-up period’ (i.e., they are newly self-employed) they do not need to demonstrate that they meet the income criteria for 12 months.

Both parents, and for single parent families, the sole parent must also:

- Live in England
- Expect to have an income of less than £100,000 each a year. If one or both parents are unemployed, they must become employed within 31 days of applying.

There are some exceptions, and families will also be eligible if both parents are employed but one parent (or both parents) are:

- temporarily away from the workplace on maternity, paternity, adoption, or parental leave.
- temporarily away from the workplace on statutory sick pay.
- are temporarily away from England for a period of up to 6 months, such as if the parent/s are in the military (on duty).

Or if: One parent is employed or self-employed and one parent gets one or more of the following benefits:

- Contribution based Employment and Support Allowance.
- Carer’s Allowance.
- Incapacity Benefit or long-term Incapacity Benefit.
- Severe Disablement Allowance.
- National Insurance credits because of incapacity or limited capacity for work.
- If the parent has been assessed as having limited capacity for work for Universal Credit purposes.

Self Employed - Where a parent is in a ‘start-up period’ (i.e., they are newly self-employed) they do not need to demonstrate that they meet the income criteria for 12 months.

You must apply for 30 hours funded childcare; all applications are assessed by HMRC. You can apply online through www.childcarechoices.gov.uk. As part of this process, you must create a Government Gateway account and enter all the required information to create your Childcare Service account. HMRC will send you the outcome of your application via the secure messages in your Childcare Service account. If you need any help with your application, you should contact HMRC's Childcare Service helpline on 0300 123 4097.

If you have remarried or are living with a new partner, you and your new partner must both be working for your child to be eligible.

Providing you work on average two weeks out of every three and when you are working you earn the equivalent of at least 25 hours at the National Living Wage or National minimum Wage (depending on your age), your child will be eligible for the 30 hours funded childcare. Parents who are not working but expect to start a new job in the next 31 days can apply. HMRC will determine whether parents meet the eligibility criteria. HMRC may follow up with parents before making a final decision if any information is unclear. If you expect to earn at least the minimum amount, on average, over the next three months, your child will be eligible.

A parent can apply for 30 hours funded childcare up to 16 weeks before their child turns three. If a code is not issued by HMRC before the start of a funding period, the child will have to wait until the following funding period before they can take up 30 hours free entitlement. **Every three months, parents will be asked to log on to their Childcare Service Account to confirm that they are still eligible (commonly referred to as "reconfirmation").** Therefore, if you apply very early, you may need to reconfirm you are still eligible before your child can take up their place.

You can log in to your account here: <https://www.gov.uk/sign-in-childcare-account>

It is the parent's responsibility to make sure they reconfirm their child's eligibility for 30 hours funded childcare. Stars Day Nurseries will try to remind you that you need to do this, however we cannot be held responsible where a parent has not done this in time.

Parents should provide the code issued by HMRC to Stars Day Nurseries as soon as possible after they receive it. The setting will have to go through a verification process with the local authority to ensure codes are valid. A parent can reserve a place for their child with Stars Day Nurseries prior to the code being verified, but the code must be verified before the child can take up their place. Payment for the funded sessions is made by the council directly to Stars Day Nurseries. You will need to complete a Parent and Provider Agreement which will enable the setting to make the claim for your child. The agreement also details your obligations.

You can use up to three providers, but a maximum of two per day. You will be asked to specify on the parent and provider agreement, which of the providers use the universal entitlement and which use the additional 15 hours.

Every three months parents will need to log on to their Childcare Service account to confirm that the details they entered on their application for 30 hours funded childcare are still accurate. This is to check that they are still eligible. Parents will be prompted by text message and/or email four weeks before their reconfirmation deadline and again two weeks before if they still have not reconfirmed. Parents will need to log on to their Childcare Service account to carry out the reconfirmation. Where circumstances have not changed, this should be a simple tick box to confirm details have not changed. Where circumstances have changed,

more information will be required. If parents miss the reconfirmation deadline, they will receive a message telling them that their eligibility has lapsed. It is parent's responsibility to ensure they carry out reconfirmation tasks on time.

If your circumstances change, when you log in to your childcare service account and reconfirm your financial position with HMRC, you may receive an ineligible decision. The government has provided a grace period to support families who receive an ineligible decision to enable the parent/s to find new employment. If circumstances have not changed following the end of the grace period, the child will stop receiving the additional 15 hours funded childcare and the child will receive the universal entitlement available to all three and four-year-olds only. *Parents must therefore arrange with Stars Day Nurseries to pay for any sessions over and above the 15 hours if their child is to remain in the setting during these hours.* If a parent becomes eligible again after they have fallen out of eligibility, they should be able to resubmit updated details on their childcare service account. However, parents may not be able to access 30 hours again in the setting until the following term. They will need to present their code to Stars Day Nurseries again for verification. This should be the same eligibility code for the child as the original code issued.

All three types of government funding entitlement are processed by Stars Day Nurseries through a secure Nursery Education Funding platform hosted by Peterborough City Council. The Provider Agreement is a binding contract and non-attendance can mean a breach of this contract. Please see the notice of withdrawal section of this policy for more details.

Social Care Funding

Parents whose children are subject to a child protection plan may be eligible for funding from the Local Authority for attendance at conferences, parental courses etc. The Local Authority must contact the setting and supply a purchase order number for the hours to be funded. Once this is received parents can book the appropriate sessions for their child. This funding is usually agreed by a social worker or family support worker in a Core Group Meeting, and it is they who initiate the purchase order number. Stars Day Nurseries reserve the right to refuse sessions if the purchase order number has not been received or the setting cannot facilitate the sessions for the child. It is entirely at Stars Day Nurseries discretion as to whether these sessions are offered to the child. The Local Authority pay this funding directly to Stars Day Nurseries.

Job Centre Funding

Parents seeking employment may be eligible for funding from the Job Centre for attendance at courses or meetings. The Job Centre will provide the parent with a form to take to the setting. The setting will then decide if they can accommodate these sessions and if so, will complete the form and return it to the parent who must return it to the Jobcentre. The Job Centre pay this funding directly to Stars Day Nurseries. Stars Day Nurseries reserve the right to refuse sessions if the setting cannot facilitate the sessions for the child. It is entirely at Stars Day Nurseries discretion as to whether these sessions are offered to the child.

Childcare Vouchers

If you are currently employed by a Company who offer childcare vouchers you may be able to use the vouchers to pay for your childcare. Please tell the setting on enrolment and the setting will check if the childcare vouchers are valid payment types. The setting will then liaise with you and supply the details of the relevant childcare voucher scheme for you to arrange

payment. Stars Day Nurseries reserve the right to refuse sessions if payment has not been received or if the setting cannot facilitate the sessions for the child. It is entirely at Stars Day Nurseries discretion as to whether these sessions are offered to the child.

Care to Learn / College Funding

If you are currently undertaking a college course your childcare costs may be eligible for funding. A confirmation email must be received from Care to Learn or the College prior to the sessions so Stars Day Nurseries can verify the details before the sessions commence. Stars Day Nurseries reserve the right to refuse sessions if payment has not been received or if the setting cannot facilitate the sessions for the child. It is entirely at Stars Day Nurseries discretion as to whether these sessions are offered to the child. Anything over and above maximum funding will need to be paid for by the parent along with the admin fee.

Add-ons

Stars Day Nurseries request that children accessing Government Funded sessions provide a packed lunch or tea where necessary. Cooked food may be paid for in some of our settings and individual charges for food are detailed in our settings. Trips and outings may be subject to voluntary contributions and again further information will be available in the settings.

Securing a place

To secure a place in our nursery settings there is a non-refundable administration fee required when enrolling your child. This fee is not chargeable to Government funded only sessions.

One week's setting fees are required on enrolment to secure your child's place, these will be offset against your first invoice. If you wish to cancel your child's place before they start the setting, your administrative fee and first week's fees will not be refunded. This first week's fee is not chargeable to Government funded only sessions.

A minimum booking limit of 10 hours is in place in the setting for fee paying families and 2 sessions for Government Funded sessions.

Bookings

To secure a booking, families must sign and complete an enrolment form. For Government Funded sessions a signed funding application form and documented proof of eligibility must be in place prior to sessions being secured. A minimum booking limit of either 2 full day sessions or 15 hours is in place for fee paying families.

Fees

Details of setting fees are available on request from the setting. The setting will give a minimum of 28 days' notice, in writing, of any change to the fee structure.

We will charge for Bank Holidays that fall outside of the annual closure during the Christmas/New Year period.

Full fees will be required for any sessions missed at the setting due to child illnesses or family holidays.

Late pick-ups have an impact on staff/child ratios and business costs and so may incur a penalty. The setting manager will discuss this with you on enrolment and will address late pick-ups on an individual basis, considering personal circumstances of the family where possible.

A fee or a reduction in session time the next day after a late pick up may be considered, however if you are late 3 times you may be required to attend a meeting with the setting manager or our Finance Team.

We offer a 10% sibling discount for each child when more than one child attends the setting. If we are required to shut for any reason, fees will be refunded or reimbursed, this is at the discretion of Company Directors.

Payment of fees

Invoices are issued monthly around the 1st of the month and must be paid within 7 days of the invoice date. Fees can be paid weekly or monthly by cash, credit card or direct debit. Weekly fees are accepted at the discretion of the Finance Team.

We reserve the right to charge a late payment fee of £20 for any setting fees which are not paid by the last working day of the month. We also reserve the right to revoke a booked place if fees are not paid on time.

Debt Recovery

Stars Day Nurseries work in partnership with parents to address any late payments and debts. Initially we would endeavour to work with parents to set up a mutually agreed payment plan. If this course of action fails, we would then work in partnership with BFL Solutions debt collections. Any account that falls into debt and is not resolved within 4 weeks will be passed to BFL who will deal with the account from that point onwards. After the account has been passed to BFL further charges will be incurred and places forfeited, and Stars Day Nurseries will no longer be able to discuss your account.

Changing Sessions

Seven days written notice is required for any requests to increase weekly attendance. Four weeks written notice is required for any requests to decrease or completely change weekly attendance. Session changes cannot be guaranteed and depend on the needs of the business at the time of the request. The setting manager and Finance Team reserve the right to grant change requests earlier if there is no detrimental impact on the business. Due to the strict funding regulations surrounding stretched hours, changes are limited to once per year and should be discussed with the setting manager carefully before initial sign up.

Notice of Withdrawal

Four weeks written notice of withdrawal is required, or four weeks fees in lieu of notice. This notice period is required so that we can fill your session, which is essential to ensure the sustainability of the setting. For children attending term time only, four term-time weeks written notice is required for funded sessions. This will be discretionary if notice is received 2 weeks prior to the end of term. Written notice of withdrawal must be clearly dated, and Stars Day Nurseries will formally confirm withdrawal in writing. **Please note that verbal confirmation is not acceptable.**

If your child is absent from the setting for two weeks without notification, we reserve the right to refuse admission to your child as the space may be forfeited. This is the policy for paying children only. You will still be charged for a four-week notice period.

We encourage you to notify the setting of holidays and absences of up to four weeks. If your child is in receipt of a government funded place and your child is absent from the setting for two weeks without notification, we will contact you in writing and inform the local authority to commence a four-week expiration of funding notice. During this time, we reserve the right to refuse admission to your child if we have been able to fill this your child's place with another client. We commence this four-week expiration period because funding cannot be claimed from another setting for your child unless a 4-week notice period has been honoured. Long

term illness can be funded for a maximum of four weeks if there is a clear explanation from you as to why your child is not attending and there is a clear intention that your child will be returning to the setting.

Statutory Holidays

All Stars Day Nurseries settings are closed on Bank Holidays and for the week between Christmas and New Year. Preschool settings are only open for a maximum of 41 weeks of the year, term time only.

Open session prior to enrolment

Stars Day Nurseries hold open sessions in their settings for families to attend prior to enrolment. These enable families to meet the staff team and look around the setting. During these sessions we will provide information of setting policies and procedures, enrolment processes and our Aspire Approach to the Early Years Foundation Stage Curriculum. Stars Day Nurseries do not charge families to attend these sessions.

Early Years Pupil Premium

Children who are three and four years old may be eligible for Early Years Pupil Premium Funding to support children's learning and development in the setting. The Early Years Pupil Premium provides an extra 53 pence per hour for three and four-year-old children whose parents are in receipt of certain benefits. This means an extra £302 a year for each child taking up the full 570 hours funded entitlement to early education.

Any child that is deemed eligible for Early Years Pupil Premium (EYPP) will be allocated a set amount per term, paid directly to Stars Day Nurseries by the Local Authority. This funding is to be spent by the setting in a way that will show, by evidence, that there is a difference being made in that child's early education, and that an effort is being made to offer the support needed to that child to help further continue to develop them in identified areas of their development where they are not achieving the expected level of progress. We can use the extra funding in any way we choose to improve the quality of the early years education that we provide for your child. This could include, for example, additional training for our staff on early language, investing in partnership working with our colleagues in the area to further our expertise or supporting our staff in working on specialised areas such as speech and language.

Settings will be judged by Ofsted on how they have implemented and used the Early Years Pupil Premium to the benefit of the children who are eligible for it, therefore our settings must keep a record and be able to provide evidence who is in receipt of it, how their portion of the money has been spent, and what difference it is making.

Early Years Pupil Premium Plus

Early Years Pupil Premiums Plus is for children who were formerly in local authority care but who left care because they were adopted or were subject to a special guardianship or child arrangements order. This funding links directly to the child's online Personal Education Plan (e: PEP) and is paid directly to Stars Day Nurseries by the Local Authority. Settings are required to spend this funding on the individual child's learning and developmental needs linking directly to the e: PEP and they must document this spending effectively. Funding allocation is discussed in consultation plans with the Local Authority.

Disability Access Funding

Three- and four-year olds will be eligible for the Disability Access Fund (DAF) if they meet the following criteria:

- The child is in receipt of child disability living allowance and,
- The child receives their universal three or four-year-old entitlement.

This funding is to support the setting to make reasonable adjustments to provision to meet the needs of the child in the setting or for the benefit of the whole setting. If the child is eligible for DAF and is splitting their entitlement between Stars Day Nurseries and another provider, the parents will need to nominate which provider will receive the DAF allocation. The funding will be an annual payment of £615 which is paid directly to Stars Day Nurseries by HMRC. Stars Day Nurseries will need a copy of the child's disability living allowance award letter to claim this DAF.

Leadership and Management: Complaints

Policy Intent

Stars Day Nurseries Ltd believe that children and parents are entitled to expect courtesy and prompt careful attention to their needs and wishes. We welcome suggestions on how to improve our settings and will give serious attention to any concerns about the running of our settings. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate staff member. However, if this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our settings to a satisfactory conclusion for all parties involved.

Aspire

Protection policies are embedded across provision to ensure children, families and our staff team are protected and secure in our settings.

The EYFS Statutory Guidance

3.75. Providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers, and must keep a written record of any complaints, and their outcome. All providers must investigate written complaints relating to their fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint. The record of complaints must be made available to Ofsted on request.

3.76. Providers must make available to parents and/or carers details about how to contact Ofsted with which the provider is registered as appropriate, if they believe the provider is not meeting the EYFS requirements. If providers become aware that they are to be inspected by Ofsted, they must notify parents and/or carers. After an inspection by Ofsted, providers must supply a copy of the report to parents and/or carers of children attending on a regular basis.

Implementation

Stars Day Nurseries Ltd will:

Stage One

In the first instance parents/carers are encouraged to speak directly to the relevant member of staff, if deemed appropriate. If not, the Room Leader should be approached, and they will try to solve the problem. If a satisfactory resolution cannot be found, then Stage Two of the procedure will formally come into operation.

Stage Two

If informal discussions of a complaint or problem, have not produced a satisfactory resolution parents/carer should put their complaint to the Manager. This can be in writing, or the setting will be happy to arrange a meeting at a mutually convenient time. Details will be entered in our confidential complaints record, including source of complaint, nature of complaint, how it was dealt with and the actions and outcome. This record will be shared with parents and Ofsted on request.

The matter will be fully investigated within 15 working days. If there is any delay the setting will advise the parent/carers of this and offer an explanation. The Manager will be responsible for sending them a full and formal response to the complaint.

If the Manager has good reason to believe that the situation has child protection implications, they should inform the designated member of staff for Child Protection and ensure that the local social services department is contacted, according to the procedure set out in the Child Protection Policy. If any party involved in the complaint has good reason to believe that a criminal offence has been committed, then they will contact the police. The formal response to the complaint from the setting will be sent to the parent/carer concerned and copied to all relevant members of staff if appropriate. The response will include recommendations for dealing with the complaint and for any amendments to the Company's policies or procedures emerging from the investigation.

Stage Three

If the parent/carer remains dissatisfied after Stage Two, then a meeting may be arranged with the owner of the setting. Information about the complaint may be passed to Ofsted when the complaint is about the Early Years Foundation Stage Statutory Guidance, or we may contact the Early Years Dept for advice/guidance. If the parent/carer is not happy with the outcome and feels the need to take the matter further, then they are entitled to contact Ofsted. Contact details for Ofsted are:

Ofsted Early Years
National Business Unit
Piccadilly Gate
Stone Street
Manchester
M1 2WD
Telephone number: 03001231231

Leadership and Management: Working in Partnership with Families

Policy Intent

We believe that children benefit most from early years education and care when parents and settings work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development. Some parents are less well represented in early years setting; parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as stepparents and parents who do not live with their children but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents.

'Parental responsibility' is all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.

Aspire

Practitioners offer support and guidance to parents, attending review meetings and signposting parents to services as required.

The EYFS Statutory Guidance

3.69. Providers must maintain records and obtain and share information (with parents and carers, other professionals working with the child, the police, social services and Ofsted, as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. Providers must enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting. If requested, providers should incorporate parents' and/or carers' comments into children's records.

3.74. Providers must make the following information available to parents and/or carers:

- how the EYFS is being delivered in the setting, and how parents and/or carers can access more information.
- the range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home.
- how the setting supports children with special educational needs and disabilities
- food and drinks provided for children.
- details of the provider's policies and procedures (all providers must make copies available on request) including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.
- staffing in the setting; the name of their child's key person and their role; and a telephone number for parents and/or carers to contact in an emergency.

Implementation

Procedures

- We have a means to ensure all parents are included – that may mean we have different strategies for involving fathers and mothers who work or live apart from their children.
- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children – either formally or informally – and ensure parents have access to their children's written developmental records.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We welcome the contributions of parents; in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints, compliments, or suggestions. All parents have access to our written complaint's procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.
- Provide a written contract between the parent(s) and Stars Day Nurseries regarding conditions of acceptance and arrangements for payment.
- Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so.
- Inform parents how the setting supports children with special educational needs and disabilities.

Leadership and Management: Working in Partnership with other Agencies.

Policy Intent

We work in partnership with local and national agencies to promote the well-being of all children.

Aspire

Practitioners work in partnership with other agencies to provide a supportive joined-up approach for families in need.

The EYFS Statutory Guidance

3.69. Providers must maintain records and obtain and share information (with parents and carers, other professionals working with the child, the police, social services, and Ofsted, as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. Providers must enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting. If requested, providers should incorporate parents' and/or carers' comments into children's records.

Implementation

Procedures

- We work in partnership or in tandem with local and national agencies to promote the well-being of children.
- Procedures are in place for sharing of information about children and families with other agencies.
- Consent to share with other agencies is gained before the sharing of any information takes place.
- Information shared by other agencies with us is regarded as third-party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have unsupervised access to any other child(ren) during their visit.
- Our staff do not share information or seek informal advice about any named child/family without informed parental consent in place.

Leadership and Management: Professional Boundaries – Family Behaviour

Policy Intent

At Stars Day Nurseries we take the safety and welfare of our children and staff seriously. This policy ensures families behave in an appropriate manner when they become clients of Stars Day Nurseries. It also proposes to ensure that all families act as role models for children and always protect every child in their care. Within this policy we will also ensure that any changes to family's behaviours are closely monitored, discussed, and supported to ensure all children and staff are safeguarded throughout their time in the setting.

Aspire

Practitioners acknowledge families daily struggle providing time for families to talk and share concerns. Practitioners offer sign posting services to families helping them get the support they need to progress and thrive.

The EYFS Statutory Guidance

1.16 Each child must be assigned a key person. Providers must inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.

Implementation

Expected behaviour.

Within our settings we expect families to:

- Put children first; their safety, welfare and ongoing development is the most important part of their role.
- Behave as a positive role model for the children in their care by always remaining professional and demonstrating caring attitudes to all.
- Work in partnership with the setting, cohesively and openly.
- Be aware of the setting's requirements under the EYFS Statutory Framework and the setting policies and procedures designed to keep children safe from harm.
- React appropriately to any safeguarding concerns the setting may discuss with the family.
- Not share any confidential information relating to their children's time at the setting on social media.
- Abide by our mobile phone policy and not use mobile phones when on the setting premises for calls, video calls, messaging, and photographs.
- Maintain the public image of Stars Day Nurseries and do nothing that will put the Company into disrepute. This includes the use of social media and Stars Day Nurseries Website.
- Ensure that family relationships with Stars Day Nurseries staff are professional and external social relationships are not forged. If a relationship exists prior to the child starting at the setting, discussions with management will be held to ensure the

relationship remains professional. No staff should be linked to families on social media during their time at the same setting.

- Report to management immediately any changes in personal life that may impact on the family's ability to care for their child. These may include (but not limited to) changes in police record, medication, people living in the same premises, any social service involvement with their own children.

Monitoring family's behaviour

Within the setting we:

- Conduct regular meetings between families, staff, and management, during which we will look at interactions with children, staff and management and monitor and record for appropriateness.
- Use a procedure that enables staff to discuss confidentially any concerns about families attending the setting and their behaviour.
- Operate a no tolerance policy for all acts of aggressive behaviour, verbal abuse, intimidation, and threatening behaviour and reserve the right to terminate the parental contract if any instances occur.
- Ensure all new families receive our Professional Boundaries – Family Behaviour Policy on enrolment in the setting.

Some behaviours in families that may cause concern and will be investigated further if they impact on the family's relationship with the setting:

- Change in moods.
- Sudden change in religious beliefs / cultural beliefs (may be a sign of radicalisation)
- Changes in the way of acting towards the children, staff, and management (becoming friendlier and closer, isolation, avoidance, agitation etc.)
- Sudden outbursts.
- Becoming withdrawn.
- Secretive behaviours.
- Missing sessions, coming in late, extended absences.
- Extreme changes in appearance.

Procedures to be followed:

If we have a concern about changes in family's behaviour, an immediate meeting will be called with the family and a member of management. We will aim to support the family wherever possible and will put support mechanisms in place where appropriate.

Ultimately, we are here to ensure all families can build effective relationships and continue to work with the setting, but if any behaviours cause concern about the safety or welfare of our staff, management or the children attending the setting then the procedure on the safeguarding – child protection policy will be followed.

All conversations, observations and notes we make on family's behaviours in the setting will be logged and kept confidentially.

Leadership and Management: Child Protection

Policy Intent

At Stars Day Nurseries we work with children, parents, external agencies, and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. In our settings we strive to protect children from the risk of radicalisation, and we promote acceptance and tolerance of other beliefs and cultures (please refer to our inclusion and equality policy for further information). Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with Stars Day Nurseries other policies and procedures.

Aspire

Practitioners are alert to the signs of abuse and record concerns quickly and effectively adhering to recording guidelines. Practitioner's report concerns quickly and adhere to reporting guidelines set down by the LSCB. Practitioners support children and families effectively, participate in meetings and provide written reports to the LSCB.

Practitioners are alert to concerns and effectively support children's understanding of keeping safe from harm. Practitioners empower children to participate in their own lives and the child's voice is evident across the provision. Practitioners offer children support and guidance by careful listening and acknowledgment of feelings and emotions.

The Protect Package ensures all practitioners and Designated Leads receive training and development on policy, procedure, and new guidance quickly and effectively. Policies and procedures to safeguard children are robust and in line with the guidance and procedures of the LSCB. Designated Leads measure the impact of safeguarding training and signpost practitioners needing further guidance quickly and effectively.

Practitioners are alert to any issues of concern in the child's life at home, or elsewhere. This includes the signs of neglect, abuse, FGM and inappropriate behaviour by members of staff. Practitioners support children and families to understand the importance of staying safe online.

The use of online technology is strictly monitored in settings.

Providers ensure that people looking after children are suitable to fulfil the requirements of their roles and ensure identity and vetting checks have been completed.

Practitioners have full training in the Prevent Duty Guidance and identify and respond at the earliest opportunity to signs of radicalisation.

The EYFS Statutory Guidance

3.4. Providers must be alert to any issues of concern in the child's life at home or elsewhere. Providers must have and implement a policy, and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant local safeguarding partners (LSP). The safeguarding policy and procedures must include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff and cover the use of mobile phones and cameras in the setting.

3.5. A practitioner must be designated to take lead responsibility for safeguarding children in every setting. The lead practitioner is responsible for liaison with local statutory children's services agencies, and with the LSP. They must provide support, advice, and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required. The lead practitioner must attend a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect (as described at paragraph 3.6).

3.6. Providers must train all staff to understand their safeguarding policy and procedures and ensure that all staff have up to date knowledge of safeguarding issues. Training made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- significant changes in children's behaviour.
- deterioration in children's general well-being.
- unexplained bruising, marks or signs of possible abuse or neglect.
- children's comments which give cause for concern.
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation and/or,
- inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

3.7. Providers must have regard to the government's statutory guidance 'Working Together to Safeguard Children' and to the 'Prevent duty guidance for England and Wales's All schools are required to have regard to the government's 'Keeping Children Safe in Education' statutory guidance, and other childcare providers may also find it helpful to refer to this guidance. If providers have concerns about children's safety or welfare, they must notify agencies with statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police.

3.8. Registered providers must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Registered providers must also notify Ofsted, of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

3.9. Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles. Providers must have effective systems in place to ensure that practitioners, and any other person who may have regular contact with children (including those living or working on the premises), are suitable.

3.10. Registered providers must obtain an enhanced criminal records check in respect of every person aged 16 and over (including unsupervised volunteers, and supervised volunteers who provide personal care) who:

- works directly with children.
- works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present) An additional criminal records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad.

3.11. Providers must tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Providers must not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.

3.12. Providers must record information about staff qualifications and the identity checks and vetting processes that have been completed (including the criminal records check reference number, the date a check was obtained and details of who obtained it).

3.13. Providers must also meet their responsibilities under the Safeguarding Vulnerable Groups Act 2006, which includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.

Implementation

Definition of safeguarding

Safeguarding and promoting the welfare of children, in relation to this policy is defined as:

- Protecting children from maltreatment.
- Preventing the impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

(Definition taken from the HM Government document 'Working together to safeguard children 2015).

To safeguard children and promote their welfare we will:

- Create an environment to encourage children to develop a positive self-image.
- Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct.
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development.
- Provide a safe and secure environment for all children.
- Promote tolerance and acceptance of different beliefs, cultures, and communities.
- Help children to understand how they can influence and participate in decision-making and how to promote British values through play, discussion, and role modelling.
- Always listen to children.
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need.
- Share information with other agencies as appropriate.
- Support children in developing their knowledge about their own personal safety and ensure practitioners role model good practice in personal safety to all children.
- Create an environment that encourages good health and hygiene practices for children and practitioners and ensure practitioners provide families with information regarding infection control.
- Provide clear and transparent policies and procedures where practitioners are aware of their safeguarding obligations to children and families.

Stars Day Nurseries are aware that abuse does occur in our society, and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care, we are providing, staff may often be the first people to identify that there may be a problem. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse.

Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents, and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for children's social care, health professionals or the police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

Stars Day Nurseries aim to:

- Keep the child at the centre of all we do.
- Ensure staff are trained right from induction to understand the child protection and safeguarding policy and procedures and effective lines of reporting, are alert to identify possible signs of abuse, understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children through bullying or discriminatory behaviour.
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND) and other vulnerable or isolated families ensuring all children are cared for by practitioners deemed suitable for the role.
- Ensure staff understand how to recognise early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures.
- Ensure that all staff feel knowledgeable, confident, and supported enough to act in the best interest of the child, share information and seek the help that the child may need.
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures, including through annual safeguarding newsletters and updates.
- Make any child protection referrals within 24 hours of raising initial concerns, sharing relevant information as necessary in line with procedures set out by the Peterborough Safeguarding Children Board.
- Make any referrals relating to extremism to the police (or the Government helpline) within 24 hours of raising initial concerns, sharing relevant information as appropriate.
- Ensure that information is shared only with those people who need to know to protect the child and act in their best interest, ensuring informed parental consent is obtained unless the family has been investigated under a section 47 enquiry where notes will be shared regardless of parental consent.
- Keep the setting safe online using appropriate filters, checks and safeguards, monitoring access and deleting users once they leave the company.
- Ensure that children are never placed at risk while in the charge of Stars Day Nurseries staff.
- Identify changes in staff behaviour and act on these as per the Staff Behaviour Policy.

- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or living or working on any Stars Day Nurseries premises including reporting such allegations to Ofsted and other relevant authorities.
- Ensure parents are fully aware of child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur.
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by the Peterborough and Cambridgeshire Safeguarding Children Board.

We will support children by offering reassurance, comfort, and sensitive interactions. We will devise activities according to individual circumstances to enable children to develop confidence and self-esteem within their peer group and support them to learn how to keep themselves safe.

Contact telephone numbers Peterborough Local Authority

Local authority children's social care team 01733 864170

Out of hours emergencies 01733 234724

Local authority Designated Officer (LADO) 01733 864038

Ofsted 0300 123 1231

Non-emergency police 101

Emergency mental health team 111 option2

Government helpline for extremism concerns 020 7340 7264

Types of abuse and particular procedures followed.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by harming them or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or a stranger. This could be an adult or adults, another child, or children.

What to do if you're worried a child is being abused (advice for practitioners) 2015.

The signs and indicators listed below may not necessarily indicate that a child has been abused but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

Indicators of child abuse

- Failure to thrive and meet developmental milestones.
- Fearful or withdrawn tendencies
- Aggressive behaviour
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant absence
- Significant changes to behaviour patterns.

We are aware that peer on peer abuse does take place, so we include children in our policies when we talk about potential abusers. This may take the form of bullying, physically hurting

another child, emotional abuse, or sexual abuse. We will report this in the same way as we do for adults abusing children and will take advice from the appropriate bodies on this area.

Recording suspicions of abuse and disclosures

Staff should make an objective record of any observation or disclosure, supported by the setting Manager, Designated Safeguarding Lead, or the Deputy Designated Safeguarding Lead. This record should be added to Stars Day Nurseries Child Protection Concern form and should include:

- Child's name.
- Child's address.
- Age of the child and date of birth.
- Date and time of the observation or the disclosure.
- Exact words spoken by the child.
- Exact position and type of any injuries or marks seen.
- Exact observation of any incident including any concern which was reported, with date and time; and the names of any other person present at the time.
- Any discussion held with the parent(s) (where deemed appropriate).
- Actions.
- Outcomes.
- These records should be signed and dated by all parties and the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead and kept in a separate "Pink" confidential Safeguarding file. Siblings should have their own individual "Pink" confidential Safeguarding file even if they are twins.
- The observed instances will be reported to the setting manager, Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead who will decide if the matter will be referred to the local authority children's social care team.

If a child starts to talk to an adult about potential abuse, it is important not to promise the child complete confidentiality. This promise cannot be kept. Practitioners must not promise sweets, gifts or "something special" for making disclosures. It is vital that the child is allowed to talk openly, and disclosure is not forced, or words put into the child's mouth. As soon as possible after, the disclosure details must be logged accurately.

It may be thought necessary that the matter needs to be raised with the local authority children's social care team and Ofsted, and/or an Early Help Assessment needs to be initiated. Staff involved may be asked to supply details of any information/concerns they have regarding a child. Stars Day Nurseries expect all members of staff to co-operate with the local authority children's social care, police, and Ofsted in any way necessary to ensure the safety of the children.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent or member of staff.

Physical abuse

Action needs to be taken if staff have reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is definite knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented. These symptoms may

include bruising or injuries in an area that is not usual for a child, e.g., fleshy parts of the arms and legs, back, wrists, ankles, and face.

Many children will have cuts and grazes from normal childhood injuries. These should also be logged and discussed with the nursery manager or room leader.

Children and babies may be abused physically through shaking, throwing, or biting. Other injuries may include burns or scalds. These are not usual childhood injuries and should always be logged and discussed with the setting Manager and Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.

Female genital mutilation

This type of physical abuse is practised as a cultural ritual by certain ethnic groups and there is now more awareness of its prevalence in some communities in England including its effect on the child and any other siblings involved. Symptoms may include bleeding, painful areas, acute urinary retention, urinary infection, wound infection, septicaemia, incontinence, vaginal and pelvic infections with depression and post-traumatic stress disorder as well as physiological concerns. There is a mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18; we will ensure this is followed in our settings.

Fabricated illness

This is also a type of physical abuse. This is where a child is presented with an illness that is fabricated by the adult carer. The carer may seek out unnecessary medical treatment or investigation. The signs may include a carer exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness, e.g., through poisoning, starvation, inappropriate diet. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support. Professional curiosity is needed to consider the lived experience of the child.

Breast ironing/flattening

Breast ironing also known as "breast flattening" is the process where young girls' breasts are ironed, massaged and/or pounded down using hard or heated objects for the breasts to disappear, or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction, and early forced marriage.

Breast Ironing/Flattening is a form of physical abuse and can cause serious health issues such as:

- Abscesses
- Cysts
- Itching
- Tissue damage
- Infection
- Discharge of milk
- Dissymmetry of the breasts
- Severe fever.

Procedure:

All signs of marks/injuries to a child, when they come into a setting will be recorded as soon as noticed by a staff member. Staff are skilled at looking for patterns in children's injuries over time to build a picture of the child's lived experience.

They will be discussed with the parent at the earliest opportunity, where felt appropriate.

Such discussions will be recorded, and the parent will have access to such records.

An Existing Injury Form must be completed on the Online System with the following information:

- Child's name
- Child's address
- Age of the child and date of birth
- Date and time of the observed injury or date and time of the injury when completed by the parent(s)
- Exact position and type of any injuries or marks seen.
- Any discussion held with the parent(s) (where deemed appropriate).
- Actions
- Outcomes
- These records should be signed and dated by all parties and kept in the child's separate confidential Safeguarding file.
- The observed instances will be reported to the setting manager, Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead who will decide if the matter will be referred to the local authority children's social care team.

All signs of marks/injuries to a child, which occur in the setting will be recorded as soon as noticed by a staff member.

They will be discussed with the parent at the earliest opportunity.

Such discussions will be recorded, and the parent will have access to such records.

An Accident/Incident Form must be completed on the Online system with the following information:

- Child's name
- Child's address
- Age of the child and date of birth
- Date and time of the accident/incident
- Exact position and type of any injuries or marks seen.
- Any discussion held with the parent(s)
- Actions
- Outcomes
- These records should be signed and dated by all parties and kept in the child's separate confidential Safeguarding file.

Sexual abuse

Action needs to be taken if the staff member has witnessed an occasion(s) where a child indicated sexual activity through words, play, drawing, had an excessive preoccupation with sexual matters or had an inappropriate knowledge of adult sexual behaviour or language. This may include acting out sexual activity on dolls/toys or in the role play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using

sexual language or words. The child may become worried when their clothes are removed, e.g., for nappy changes.

The physical symptoms may include genital trauma, discharge and bruises between the legs or signs of a sexually transmitted disease (STD). Emotional symptoms could include a distinct change in a child's behaviour. They may be withdrawn or overly extroverted and outgoing. They may withdraw away from a particular adult and become distressed if they reach out for them, but they may also be particularly clingy to a potential abuser, so all symptoms and signs should be looked at together and assessed as a whole.

If a child starts to talk openly to an adult about abuse, they may be experiencing, the procedure below will be followed:

Procedure:

The adult should reassure the child and listen without interrupting if the child wishes to talk. A full written record of the disclosure must then be written on Stars Day Nurseries Child Protection Concern form and should include:

- Child's name
- Child's address
- Age of the child and date of birth
- Date and time of the observation or the disclosure
- Exact words spoken by the child.
- Exact position and type of any injuries or marks seen.
- Exact observation of any incident including any concern which was reported, with date and time; and the names of any other person present at the time.
- Any discussion held with the parent(s) (where deemed appropriate).
- Actions
- Outcomes
- These records should be signed and dated by all parties and kept in a separate confidential Safeguarding file.
- The observed instances will be reported to the setting manager, Designated Safeguarding Lead, or the Deputy Designated Safeguarding Lead, who will decide if the matter will be referred to the local authority children's social care team.

Child sexual exploitation (CSE)

Keeping Children Safe in Education (2020) describes CSE as: where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur using technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate

knowledge (e.g., through others copying videos or images they have created and posted on social media).

Signs and indicators may include:

- Physical injuries such as bruising or bleeding.
- Having money or gifts they are unable to explain.
- Sudden changes in their appearance
- Becoming involved in drugs or alcohol, particularly if you suspect they are being supplied by older men or women.
- Becoming emotionally volatile (mood swings are common in all young people, but more severe changes could indicate that something is wrong)
- Using sexual language that you would not expect them to know.
- Engaging less with their usual friends
- Appearing controlled by their phone
- Switching to a new screen when you come near the computer.
- Nightmares or sleeping problems.
- Running away, staying out overnight, missing school
- Changes in eating habits
- Talk of a new, older friend, boyfriend, or girlfriend
- Losing contact with family and friends or becoming secretive
- Contracting sexually transmitted diseases.

We will be aware of the possibility of child sexual exploitation (CSE) and the signs and symptoms this may manifest as. If we have concerns, we will follow the same procedures as for other concerns and we will record and refer as appropriate. We will have heightened awareness in our out of school facilities.

Emotional abuse

Action should be taken if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection.

This may include extremes of discipline where a child is shouted at or put down on a consistent basis, lack of emotional attachment by a parent, or it may include parents or carers placing inappropriate age or developmental expectations upon them. Emotional abuse may also be imposed through the child witnessing domestic abuse and alcohol and drug misuse by adults caring for them.

The child is likely to show extremes of emotion with this type of abuse. This may include shying away from an adult who is abusing them, becoming withdrawn, aggressive, or clingy to receive their love and attention. This type of abuse is harder to identify as the child is not likely to show any physical signs.

Procedure:

A full written record of the observation/disclosure must then be written on Stars Day Nurseries Child Protection Concern form and should include:

- Child's name

- Child's address
- Age of the child and date of birth
- Date and time of the observation or the disclosure
- Exact words spoken by the child.
- Exact position and type of any injuries or marks seen.
- Exact observation of any incident including any concern which was reported, with date and time; and the names of any other person present at the time.
- Any discussion held with the parent(s) (where deemed appropriate).
- Actions
- Outcomes
- These records should be signed and dated by all parties and kept in a separate confidential Safeguarding file.
- The observed instances will be reported to the setting manager, Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead who will decide if the matter will be referred to the local authority children's social care team.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur using technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

We will be aware of the possibility of child criminal exploitation (CCE) and the signs and symptoms this may manifest as. If we have concerns, we will follow the same procedures as for other concerns and we will record and refer as appropriate. We will have heightened awareness in our out of school facilities.

County Lines

The National Crime Agency (NCA) describe county lines as a term used to describe gangs and organised criminal networks involved in exporting illegal drugs from big cities into smaller towns, using dedicated mobile phone lines or other form of 'deal line.' Customers will live in a different area to where the dealers and networks are based, so drug runners are needed to transport the drugs and collect payment.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county

lines in several locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes, and care homes.

Signs and indicators to be aware of include:

- Changes in the way young people you might know dress.
- Unexplained, sometimes unaffordable new things (e.g., clothes, jewellery, cars etc.)
- Missing from home or schools and/or significant decline in performance.
- New friends or relationships with those who do not share any mutual friendships with the victim or anyone else.
- May be carrying a weapon.
- Receiving more texts or calls than usual.
- Sudden influx of cash, clothes, or mobile phones.
- Unexplained injuries.
- Significant changes in emotional well-being.
- Young people seen in different cars/taxis driven by unknown adults.
- Young people seeming unfamiliar with your community or where they are.
- Truancy, exclusion, disengagement from school.
- An increase in anti-social behaviour in the community.
- Unexplained injuries.
- Gang association or isolation from peers or social networks.

If we recognise any of these signs, we will report our concerns as per our reporting process.

Cuckooing

Cuckooing is a form of county lines crime in which drug dealers take over the home of a vulnerable person to criminally exploit them as a base for drug dealing, often in multi-occupancy or social housing properties. Signs that this is happening in a family property may be an increase in people entering or leaving the property, an increase in cars or bikes outside the home; windows covered, or curtains closed for long periods, family not being seen for extended periods; signs of drug use or an increase in anti-social behaviour at the home. If we recognise any of these signs, we will report our concerns as per our reporting process.

Neglect

Action should be taken if the staff member has reason to believe that there has been any type of neglect of a child (for example, by exposure to any kind of danger, including cold, starvation or failure to seek medical treatment, when required, on behalf of the child), which results in serious impairment of the child's health or development, including failure to thrive.

Signs may include a child persistently arriving at the setting unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at the setting in the same nappy they went home in, or a child having an illness or identified special educational need or disability that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child's needs. This could manifest itself in children eating from rubbish bins, eating messy play resources, and taking other lunches.

Neglect may also be shown through emotional signs, e.g., a child may not be receiving the attention they need at home and may crave love and support at the setting. They may be

clingy and emotional. In addition, neglect may occur through pregnancy because of maternal substance abuse.

Procedure:

A full written record of the observation/disclosure must then write on Stars Day Nurseries Child Protection Concern form and should include:

- Child's name.
- Child's address.
- Age of the child and date of birth.
- Date and time of the observation or the disclosure.
- Exact words spoken by the child.
- Exact position and type of any injuries or marks seen.
- Exact observation of any incident including any concern which was reported, with date and time; and the names of any other person present at the time.
- Any discussion held with the parent(s) (where deemed appropriate).
- Actions.
- Outcomes.
- These records should be signed and dated by all parties and kept in a separate confidential Safeguarding file.
- The observed instances will be reported to the setting manager, Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead who will decide if the matter will be referred to the local authority children's social care team.

Up skirting

Up skirting involves taking a picture of someone's genitals or buttocks under their clothing without them knowing, either for sexual gratification or to humiliate, or distress, the individual. This is a criminal offence, and any such action would be reported following our reporting procedures.

Child abuse linked to faith or belief (CALFB)

Child abuse linked to faith or belief (CALFB) can happen in families when there is a concept of belief in:

- Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
- The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)
- Ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies.
- Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune. If we recognise any of these signs, we will report our concerns as per our reporting process.

Monitoring children's attendance

As part of our requirements under the statutory framework and guidance documents we are required to monitor children's attendance patterns to ensure they are consistent and no cause for concern.

Parents should please inform the setting prior to their children taking holidays or days off, and all sickness should be called into the setting on the day, so the management are able to account for a child's absence. This should not stop parents taking precious time with their children but enables children's attendance to be logged so we know the child is safe. Absence will be logged in the child's file.

Staffing and volunteering

Our policy is to provide a secure and safe environment for all children. We only allow an adult who is employed by Stars Day Nurseries to care for children and who has an enhanced clearance from the Disclosure and Barring Service (DBS) to be left alone with children. We do not allow volunteers, students on placement or work experience students to be alone with children or any other adult who may be present in the setting regardless of whether they have a DBS clearance. Volunteers and students are not allowed to undertake in any personal care tasks with children. Written parental permission is needed for volunteers and students to undertake observational assessment of children within the setting.

All staff will attend child protection training and receive initial basic child protection training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the setting.

We have named persons within each setting who take lead responsibility for safeguarding and co-ordinate child protection and welfare issues, known as the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead, there is always at least one named person on duty during all opening hours of the setting.

These designated persons will receive comprehensive training at least every two years and update their knowledge on an ongoing basis, but at least once a year.

The setting Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead liaise with the Local Safeguarding Children Board (LSCB) and the local authority children's social care team, undertakes specific training, including a child protection training course, and receives regular updates to developments within this field. They in turn support the ongoing development and knowledge update of all staff on the team.

- We provide adequate and appropriate staffing resources to meet the needs of all children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We give staff members, volunteers, and students regular opportunities to declare changes that may affect their suitability to care for the children. This includes

information about their health, medication or about changes in their home life such as whether any persons within a household are in contact/under investigation with children's social care. Any changes that may impact on the employee's ability to work with children are shared with HR who will follow the procedures detailed in the Employee Handbook.

- This information is also stated within every member of staff's contract.
- We request DBS checks on confirmation of employment with Stars Day Nurseries or we use the DBS update service to re-check staff's criminal history and suitability to work with children.
- We abide by the requirements of the EYFS and any Ofsted guidance in respect to obtaining references and suitability checks for staff, students, and volunteers, to ensure that all staff, students, and volunteers working in the setting are suitable to do so.
- We endeavour to attain at least two references for all new employees, which are vetted by HR. References received by telephone are followed up with a written reference where possible.
- All students will have enhanced DBS checks conducted on them before their placement starts and these are provided by the College. Work experience placements must have a reference or letter of recommendation from their school.
- Volunteers, including students and work experience placements, do not work unsupervised.
- We abide by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006 in respect of any person who is disqualified from providing childcare, is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting and take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- All visitors/contractors will be supervised whilst on the premises, especially when in the areas the children use.
- As a staff team we will be fully aware of how to safeguard the whole environment and be aware of potential dangers on the setting boundaries. We will ensure the children always remain safe.
- The Staff Behaviour Policy sits alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff sign up to this policy too to ensure any changes are reported to management, so we can support the individual staff member and ensure the safety and care of the children is not compromised.
- All staff have access to and comply with the Whistle-blowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner.
- All staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training and any needs for further support.
- The deployment of staff within the setting allows for constant supervision and support and children will always be within sight or hearing of a member of staff.

Informing parents

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the LSCB/ local authority children's social care team/police does not allow this. This will usually be the case where the parent or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases, the investigating officers will inform parents.

Confidentiality

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the LSCB.

Support to families

Stars Day Nurseries takes every step in its power to build up trusting and supportive relations among families, staff, students, and volunteers within the settings.

The setting continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interest of the child.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate in line with guidance of the LSCB with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

Employees, students or volunteers of Stars Day Nurseries or any other person working on the settings premises.

We have a Professional Boundaries and Staff Behaviour Policy in place that supports us to monitor staff and changes in their character. Staff are aware of the need to disclose changes to circumstance and use the whistle blowing policy where required.

If an allegation is made against a member of staff, student or volunteer or any other person who works on the premises regardless of whether the allegation relates to the premises or elsewhere, we will follow the procedure below.

The allegation should be reported to the senior manager on duty. If this person is the subject of the allegation, then this should be reported to Stars Day Nurseries Designated Safeguarding Lead

The Local Authority Designated Officer (LADO), Ofsted and the LSCB will then be informed immediately for this to be investigated by the appropriate bodies promptly:

- The LADO will be informed immediately for advice and guidance.
- A full investigation will be carried out by the appropriate professionals (LADO, Ofsted, LSCB, Police) to determine how this will be handled.
- The setting will follow all instructions from the LADO, Ofsted, LSCB, Police and ask all staff members to do the same and co-operate where required.

- Support will be provided to all those involved in an allegation throughout the external investigation in line with LADO support and advice.
- The setting reserves the right to suspend any member of staff during an investigation.
- All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities.
- Unfounded allegations will result in all rights being reinstated.
- Founded allegations will be passed on to the relevant organisations including the local authority children's social care team and where an offence is believed to have been committed, the police, and will result in the termination of employment. Ofsted will be notified immediately of this decision. The setting will also notify the Disclosure and Barring Service (DBS) to ensure their records are updated.
- All records will be kept until the person reaches normal retirement age or for 21 years and 3 months if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation.
- The setting retains the right to dismiss any member of staff in connection with founded allegations following an inquiry.
- Counselling will be available for any member of staff who is affected by an allegation, their colleagues in the setting and the parents.
- Stars Day Nurseries will provide a nominated support person for any person suspended to support the member of staff's wellbeing and ensure they have access to appropriate information, for example: meeting dates and times.

Extremism – the Prevent Duty

Under the Counter-Terrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support).

This may be a cause for concern relating to a change in behaviour of a child or family member, comments causing concern made to a member of the team (or other persons in the setting) or actions that lead staff to be worried about the safety of a child in their care.

Alongside this we will be alert to any early signs in children and families who may be at risk of radicalisation, on which we will act, and document all concerns when reporting further. *Our separate Prevent Duty Policy should be read in-conjunction with this policy.*

Online Safety

Stars Day Nurseries are aware of the growth of internet and the advantages this can bring. However, it is also aware of the dangers it can pose, and we strive to support children, staff, and families to use the internet safely.

The Designated Safeguarding Lead is ultimately responsible for online safety concerns. All concerns need to be raised as soon as possible.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues classified within online safety is considerable, but can be categorized into three areas of risk:

- ✓ **Content:** *being exposed to illegal, inappropriate, or harmful material; for example, pornography, fake news, racist or radical and extremist views.*
- ✓ **Contact:** *being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and*
- ✓ **Conduct:** *personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images, or online bullying.*

Within the setting we aim to keep children, staff, and parents safe online. Our safety measures include:

- Ensuring we have appropriate antivirus and anti-spyware software on all devices and update them regularly.
- Ensuring content blockers and filters are on all our devices, e.g., computers, laptops, tablets, and any mobile devices.
- Ensuring all devices are password protected and screen locks. Practitioners are reminded to use complex strong passwords and they are kept safe and secure, changed regularly, and are not written down.
- Monitoring all internet usage across the setting.
- Providing secure storage of all nursery devices at the end of each day.
- Ensuring no social media or messaging apps are installed on nursery devices.
- Reviewing all apps or games downloaded onto devices ensuring they are age and content appropriate.
- Using only nursery devices to record/photograph children in the setting.
- Never emailing personal or financial information.
- Reporting emails with inappropriate content to the internet watch foundation (IWF www.iwf.org.uk)
- Teaching children how to stay safe online and report any concerns they have.
- Ensuring children are supervised when using internet connected devices.
- Using tracking software to monitor suitability of internet usage (for older children)
- Talking to children about 'stranger danger' and deciding who is a stranger and who is not, comparing people in real life situations to online 'friends.'
- When using Skype and FaceTime (where applicable) discussing with the children what they would do if someone they did not know tried to contact them.
- Providing training for staff, in online safety and understanding how to keep children safe online. We encourage staff and families to complete an online safety briefing, which can be found at <https://moodle.ndna.org.uk>
- Staff model safe practice when using technology with children and ensuring all staff abide by an acceptable use policy; instructing staff to use the work IT equipment for matters relating to the children and their education and care. No personal use will be tolerated.
- Monitoring children's screen time to ensure they remain safe online and have access to material that promotes their development. We ensure that their screen time is within an acceptable level and is integrated within their programme of learning.

- Making sure physical safety of users is considered including the posture of staff and children when using devices.
- Being aware of the need to manage our digital reputation, including the appropriateness of information and content that we post online, both professionally and personally. This is continually monitored by the setting's management.
- Ensuring all electronic communications between staff and parents is professional and takes place via the official setting communication channels, e.g., the setting's email addresses and telephone numbers. This is to protect staff, children, and parents.
- Signposting parents to appropriate sources of support regarding online safety at home

If any concerns arise relating to online safety, then we will follow our safeguarding policy and report all online safety concerns to the Designated Safeguarding Lead.

The Designated Safeguarding Lead will make sure that:

- All staff know how to report a problem and when to escalate a concern, including the process for external referral.
- All concerns are logged, assessed, and actioned in accordance with the nursery's safeguarding procedures.
- Parents are supported to develop their knowledge of online safety issues concerning their children.
- Parents are offered support to help them talk about online safety with their children using appropriate resources.
- Parents are signposted to appropriate sources of support regarding online safety at home and are fully supported to understand how to report an online safety concern.
- Staff have access to information and guidance for supporting online safety, both personally and professionally
- Under no circumstances should any member of staff, either at work or in any other place, make, deliberately download, possess, or distribute material they know to be illegal, for example child sexual abuse material.

Stars Day Nurseries are aware of the growth of internet use and the advantages this can bring. However, it is also aware of the dangers and strives to support children, staff, and families in using the internet safely.

Stars Day Nurseries has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of Stars Day Nurseries Designated Safeguarding Lead at the earliest opportunity.

CCTV

Stars Day Nurseries Ltd CCTV surveillance is intended for the purposes of:

- promoting the health and safety of children, staff, and visitors
- protecting the building and resources.

The system comprises of fixed cameras. These are placed around the setting, but **not** in the toilets or changing areas. This is to ensure the dignity of children is maintained.

The use of CCTV to control the perimeter of the setting for security purposes has been deemed to be justified by Stars Day Nurseries Ltd. The system is intended to capture images of intruders or of individuals damaging property or removing goods without authorisation or of antisocial behaviour.

Monitoring

The CCTV is monitored centrally from the setting office and is registered with the Information Commissioner under the terms of the General Data Protection Act (GDPR). This policy outlines Stars Day Nurseries Ltd use of CCTV and how it complies with the Act. Stars Day Nurseries Ltd complies with Information Commissioner's Office (ICO) CCTV Code of Practice to ensure it is used responsibly.

All authorised operators and employees with access to images are aware of the procedures that need to be followed when accessing the recorded images. All operators are trained to understand their responsibilities under the CCTV Code of Practice. All employees are aware of the restrictions in relation to access to, and disclosure of, recorded images. A copy of this CCTV Policy will be provided on request to employees, parents and visitors to the setting and will be made available on the website and in the policy file.

Location of cameras

The location of CCTV cameras will also be indicated, and adequate signage will be placed at each location in which a CCTV camera(s) is sited to indicate that CCTV is in operation. Adequate signage will also be prominently displayed at the entrance to the property. Signage shall include the name and contact details of the data controller as well as the specific purpose(s) for which the CCTV camera is in place in each location.

Storage and retention

The images captured by the CCTV system will be retained for a maximum of 30 days, except where the image identifies an issue and is retained specifically in the context of an investigation/prosecution of that issue. The images/recordings will be stored in a secure environment with a log of access kept. Access will be restricted to authorised personnel.

Supervising the access and maintenance of the CCTV System is the responsibility of the data controller. In certain circumstances, the recordings may also be viewed by other individuals. When CCTV recordings are being viewed, access will be limited to authorised individuals on a need-to-know basis. Files will be stored in a secure environment with a log of access to recordings kept.

Recorded footage and the monitoring equipment will be securely stored in a restricted area. Unauthorised access to that area will not be permitted at any time. The area will be locked when not occupied by authorised personnel. A log of access to footage will be maintained.

When accessing images two authorised employees must be present. A written record of access will be made. A record of the date of any disclosure request along with details of who the information has been provided to (the name of the person and the organisation they represent), why they required it and how the request was dealt with will be made and kept, in case of challenge.

Subject Access Requests (SAR)

Individuals have the right to request access to CCTV footage relating to themselves under GDPR. Individuals submitting requests for access will be asked to provide sufficient information to enable the footage relating to them to be identified. For example, date, time, and location.

Stars Day Nurseries Ltd will respond to requests within 14 calendar days of receiving the request. Stars Day Nurseries Ltd reserves the right to refuse access to CCTV footage where this would prejudice the legal rights of other individuals or jeopardise an on-going investigation.

A record of the date of the disclosure along with details of who the information has been provided to (the name of the person and the organisation they represent) and why they required it will be made.

Where footage contains images relating to 3rd parties, Stars Day Nurseries will take appropriate steps to mask and protect the identities of those individuals.

Complaints

Complaints and enquiries about the operation of CCTV within the setting should be directed to the manager of the setting in the first instance.

Responsibilities

Stars Day Nurseries Ltd will ensure:

- That the use of CCTV systems is implemented in accordance with this policy.
- They oversee and co-ordinate the use of CCTV monitoring for safety and security purposes.
- That all CCTV monitoring systems will be evaluated for compliance with this policy.
- That the CCTV monitoring is consistent with the highest standards and protections.
- They review camera locations and be responsible for the release of any information or recorded CCTV materials stored in compliance with this policy.
- They maintain a record of access (e.g., an access log) to or the release of files or any material recorded or stored in the system.
- That the perimeter of view from fixed location cameras conforms to this policy both internally and externally.
- That all areas being monitored are not in breach of an enhanced expectation of the privacy of individuals.
- That external cameras are non-intrusive in terms of their positions and views of neighbouring residential housing and comply with the principle of "Reasonable Expectation of Privacy."
- That monitoring footage are stored in a secure place with access by authorised personnel only.
- That images recorded are stored for a period not longer than 30 days and are then erased unless required as part of a criminal investigation or court proceedings (criminal or civil).
- That camera control is solely to monitor suspicious behaviour, criminal damage etc. and not to monitor individual characteristics.
- That under certain circumstances, the CCTV footage may be used for training purposes (including staff supervisions).

Leadership and Management: The Prevent Duty

Policy Intent

The Prevent Duty is an advice document published by the Department for Education in 2015. The Prevent Duty complies with the Counter-Terrorism and Security Act 2015 in supporting authorities in exercising their duty to prevent and protect people from being drawn into terrorism.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. In our settings we strive to protect children from the risk of radicalisation, and we promote acceptance and tolerance of other beliefs and cultures (please refer to our inclusion and equality policy for further information).

Aspire

Practitioners are alert to the signs of abuse and record concerns quickly and effectively adhering to recording guidelines. Practitioner's report concerns quickly and adhere to reporting guidelines set down by the LSCB. Practitioners support children and families effectively, participate in meetings and provide written reports to the LSCB.

Practitioners are alert to concerns and effectively support children's understanding of keeping safe from harm. Practitioners empower children to participate in their own lives and the child's voice is evident across the provision. Practitioners offer children support and guidance by careful listening and acknowledgment of feelings and emotions.

The Protect Package ensures all practitioners and Designated Leads receive training and development on policy, procedure, and new guidance quickly and effectively. Policies and procedures to safeguard children are robust and in line with the guidance and procedures of the LSCB. Designated Leads measure the impact of safeguarding training and signpost practitioners needing further guidance quickly and effectively.

Practitioners are alert to any issues of concern in the child's life at home, or elsewhere. This includes the signs of neglect, abuse, FGM and inappropriate behaviour by members of staff. Practitioners have full training in the Prevent Duty Guidance and identify and respond at the earliest opportunity to signs of radicalisation.

The EYFS Statutory Guidance

3.7. Providers must have regard to the government's statutory guidance 'Working Together to Safeguard Children' and to the 'Prevent duty guidance for England and Wales'

Implementation

How we comply with the duty

At Stars Day Nurseries we uphold strong British values.

- Children are encouraged to voice their concerns and are listened to in a supportive and accommodating environment.
- We promote equality and support children in understanding how they are different from others. We provide children with the skills to see these differences as positives and how our differences can unite us as a strong team.
- Children are supported to value each other and seek out others to share experiences with.

- Children are taught how to recognise and manage risk through planned experience and free play.
- All ICT equipment is used under supervision and employs appropriate security controls for safe use by children.
- We build up strong relationships with parents and families and offer ongoing support and guidance on any issues they have. We signpost to outside agencies where appropriate.
- All staff will complete Home Office Prevent Duty training during their induction period. During induction staff will be given details of the Prevent Duty and how to access a copy in the setting. All staff will attend regular Prevent Duty training and Promoting British Values Training in setting, delivered by the setting manager, during their employment with Stars Day Nurseries, and this should be refreshed at least every 3 years.

What to do if you suspect a child is at risk

You should always stay vigilant when observing children. If you become concerned that a child may be at risk of being drawn into terrorism you must report this to the nursery manager who will involve the relevant outside agencies where appropriate. Any observations that have led you to believe a child may be at risk should be written down, timed, and dated and kept confidential in the relevant child protection files. You should treat this as a safeguarding issue and refer to our safeguarding – child protection policy for further guidance.

Reporting Extremist Concerns

The Department for Education has set up a helpline and email for practitioners to raise concerns relating directly to extremism. These contacts have not been set up for emergency situations.

- DfE dedicated helpline: 020 7340 7264
- DfE dedicated email: counter.extremism@education.gsi.gov.uk

Alternatively, you can contact the local police or dial 101 to speak to them in confidence. They can offer support and guidance and may be able to help refer to Channel. Channel is a programme which focuses on providing early support to those identified as being vulnerable to being drawn into terrorism.

Leadership and Management: Whistleblowing

Policy Intent

'Whistle blowing' means raising or reporting concerns relating to the welfare or safety of children and young people. All of those who encounter children and families in their everyday work have a duty to safeguard and promote the welfare of children.

All practitioners have a responsibility to report abuse and malpractice to the relevant authorities when it is suspected or should they have concerns regarding the way in which children are being cared for.

Staff must acknowledge their individual responsibilities to bring matters of concern to the attention of management and /or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

Aspire

Practitioners are alert to the signs of abuse and record concerns quickly and effectively adhering to recording guidelines. Practitioner's report concerns quickly and adhere to reporting guidelines set down by the LSCB. Practitioners support children and families effectively, participate in meetings and provide written reports to the LSCB.

The Protect Package ensures all practitioners and Designated Safeguarding Leads receive training and development on policy, procedure, and new guidance quickly and effectively. Policies and procedures to safeguard children are robust and in line with the guidance and procedures of the LSCB. Designated Safeguarding Leads measure the impact of safeguarding training and signpost practitioners needing further guidance quickly and effectively.

Practitioners are alert to any issues of concern in the child's life at home, or elsewhere. This includes the signs of neglect, abuse, FGM and inappropriate behaviour by members of staff. Providers ensure that people looking after children are suitable to fulfil the requirements of their roles and ensure identity and vetting checks have been completed.

The EYFS Statutory Guidance

3.4. Providers must be alert to any issues of concern in the child's life at home or elsewhere. Providers must have and implement a policy, and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant local safeguarding partners (LSP). The safeguarding policy and procedures must include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff and cover the use of mobile phones and cameras in the setting. To safeguard children and practitioners online, providers will find it helpful to refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations.'

3.5. A practitioner must be designated to take lead responsibility for safeguarding children in every setting. The lead practitioner is responsible for liaison with local statutory children's services agencies, and with the LSP. They must provide support, advice, and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required. The lead practitioner must attend a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect (as described at paragraph 3.6).

3.6. Providers must train all staff to understand their safeguarding policy and procedures and ensure that all staff have up to date knowledge of safeguarding issues. Training made available by the provider must enable staff to identify signs of possible abuse and neglect at

the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- significant changes in children's behaviour.
- deterioration in children's general well-being
- unexplained bruising, marks or signs of possible abuse or neglect
- children's comments which give cause for concern
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation and/or
- inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images

Providers may also find 'What to do if you are worried a child is being abused: Advice for practitioners' helpful.

3.8. Registered providers must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Registered providers must also notify Ofsted, or their childminder agency of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

3.9. Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles. Providers must have effective systems in place to ensure that practitioners, and any other person who may have regular contact with children (including those living or working on the premises), are suitable.

3.10. Registered providers must obtain an enhanced criminal records check in respect of every person aged 16 and over (including unsupervised volunteers, and supervised volunteers who provide personal care) who:

- works directly with children.
- works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present) An additional criminal records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad.

3.11. Providers must tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Providers must not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.

3.12. Providers must record information about staff qualifications and the identity checks and vetting processes that have been completed (including the criminal records check reference number, the date a check was obtained and details of who obtained it).

3.13. Providers must also meet their responsibilities under the Safeguarding Vulnerable Groups Act 2006, which includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.

Implementation

The Public Interest Disclosure Act, which came into effect in 1999, gives legal protection to employees against being dismissed or penalised by their employers because of publicly disclosing certain serious concerns. The setting has endorsed the provisions set out below to ensure that no members of staff should feel at a disadvantage in raising legitimate concerns. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues, or you may fear harassment or victimisation; these feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable child or young person who is targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong- think what if I'm right.

Reasons for Whistle Blowing

Everyone has a responsibility for raising concerns about unacceptable practice or behaviour:

- To prevent the problem worsening or widening.
- To protect or reduce risks to others.
- To prevent becoming implicated yourself.

What concerns should be reported?

An allegation is defined as any complaint or concern that might indicate that a person:

- Has harmed a child or put a child at risk of harm.
- Has displayed behaviour involving or related to a child that might constitute a criminal offence.
- Has behaved in a way that raises concern about the adult's suitability to work with children.

As well as child welfare concerns, instances of poor practice amongst the children's workforce should also be reported – such as the failure to meet standards of registration with Ofsted, or a failure to meet the welfare requirements of the EYFS. While an individual may not be assessed as perpetrating abuse, they may still present a risk to children due to their behaviour, practice, or attitude. While blowing is different from reporting a grievance or complaint, (see separate policy).

What stops people from whistle blowing?

- Starting a chain of events which spirals.
- Disrupting the work or project.
- Fear of getting it wrong.
- Fear of repercussions or damaging careers.
- Fear of not being believed.

How to raise a concern

- You should voice your concerns, suspicions, or uneasiness as soon as possible for action to be taken.
- Try to pinpoint what practice is concerning you and why.
- Approach someone you trust and who you will believe will respond.
- Make sure you get a satisfactory response – do not let matters rest.

- You should put your concerns in writing.
- A member of staff is not expected to prove the truth of an allegation, but you will need to demonstrate sufficient grounds for the concern.

What happens next?

- You should be given information on the nature and progress of any enquiries.
- Stars Day Nurseries has a responsibility to protect you from harassment or victimisation.
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence.

Self-reporting

Staff have a responsibility to report any relevant changes of circumstance to their employer. These include any criminal investigations, convictions, or warnings they may become the subject of and/or if their own children become involved in any child protection related concern. There may also be occasions where a member of staff has a personal difficulty, such as a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Confidentiality cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Procedure within setting

Any member of staff having a concern should speak to their manager. This should not be discussed with anyone else. The concerns should be put in writing.

If the concern is about the manager, then they need to speak to the person above i.e., Proprietor.

This links with the policy 'allegation against a member of staff' as it will need reporting to Referral and Assessment and Ofsted. No investigations should take place until this has been reported and all guidance will be taken from the LADO (Local Authority Designated Officer) through Referral and Assessment.

The LADO may decide that the concern should be dealt with through disciplinary procedures within the setting. Disciplinary procedures should be followed whilst taking legal advice (see disciplinary procedures).

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support are available from your manager, your setting's Early Years Childcare Advisor and/or your professional or trade union (if you belong to one).

Key points

- Stars Day Nurseries aims to promote a transparent culture with parents and staff where everyone feels able to raise any concerns, they may have.
- Remember that an allegation of child abuse or neglect may lead to a criminal investigation – do not do anything that may jeopardise an investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse yourself.

- Do not keep it to yourself, report it.
- Do not rely on someone else to report the suspected abuse – you may be the only person to have noticed, or others may be relying on someone else to make the call.
- Remember, there may be more than one child being harmed.
- All concerns raised will be taken seriously and fully investigated.
- Do not share information in an inappropriate manner.
- It should not be deemed that someone is guilty of an offence or poor practice just because a concern has been reported about them.
- Always put the needs and welfare of the child first - excuses such as 'not wanting to get involved,' 'it would lead to a loss of business' or 'not wanting the hassle' are reprehensible if they prevent you from reporting concerns.
- How would you feel if you did nothing and found out later that the child had been abused?

Absolutely without fail – challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong.

Leadership and Management: Confidentiality

Policy Intent

At Stars Day Nurseries, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting.

Aspire

Practitioners understand the requirements of the General Data Protection Regulation and implement its principles effectively.

The EYFS Statutory Guidance

3.71. Providers must ensure that all staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. Parents and/or carers must be given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the Data Protection Act.

Implementation

We aim to ensure that all parents and carers can share their information in the confidence that it will be used to enhance the welfare of their children.

- If parents share information with us, we regard it as confidential to our setting.
- If parents share information about themselves with other parents of the setting; the setting cannot be held responsible if the information is shared beyond those parents whom the parent has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
- We ensure that parents have access to files and records of their own children but not to those of any other child, other than where relevant professionals such as the police or local authority children's social care team decide this is not in the child's best interest.

We aim to ensure that all staff, students, and volunteers understand the importance of confidentiality in the setting.

- We keep all records securely within our settings or secure storage facility.
- A confidentiality statement is signed by all Stars Employees on Induction into the Setting.
- Training on the requirements of our confidentiality policy is provided by setting Managers within Induction.
- We ensure staff, student and volunteer inductions include an awareness of the importance of the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. This includes ensuring that information about the child and family is not shared outside of the setting other than with relevant professionals who need to know that information. It is not shared with friends and

family. If staff breach any confidentiality provisions, this may result in disciplinary action and, in serious cases, dismissal. Students on placement in the setting are advised of our confidentiality policy and required to respect it.

- We ensure that all staff, volunteers, and students are aware that information about children and families is confidential and only for use within the setting and to support the child's best interests with parental permission.
- Ensuring staff do not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs.
- Ensuring staff, students and volunteers are aware of and follow our social media policy in relation to confidentiality.
- Ensuring issues concerning the employment of staff remain confidential to the people directly involved with making personnel decisions.
- Ensuring any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need-to-know' basis. If, however, a child is considered at risk, our safeguarding/child protection policy will override confidentiality.

Leadership and Management: Drones

Policy Intent

At Stars Day Nurseries we promote the safety and welfare of all children in our care. We believe our staff should be completely attentive during their hours of working to ensure all children in the setting receive good quality care and education. To ensure the safety and well-being of children we will monitor Drone movements above the setting environment.

Aspire

Protection policies are embedded across provision to ensure children, families and our staff team are protected and secure in our settings.

The EYFS Statutory Guidance

3.71. Providers must ensure that all staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

Implementation

We require our staff to be vigilant in monitoring the outdoor environment and in assessing the risk of overhead Drones. If a Drone is spotted children will be directed inside immediately until the Drone has passed from view. All instances of Drone movement over the setting will be logged as an incident.

We ask parents and visitors to respect and adhere to our policy.

Staff must adhere to the following:

- During outdoor play, staff will monitor the environment for possible Drones and direct children to a safe and secure location until the Drone has passed.
- During outings, staff will monitor the environment for possible Drones and direct children to a safe and secure location until the Drone has passed.
- During emergency evacuations, staff will monitor the environment for possible Drones and direct children to a safe and secure location until the Drone has passed.
- Staff must report to the Manager, complete an incident report immediately and pass to the Designated Safeguarding Lead in the setting.
- Staff must always remain vigilant.
- If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

Leadership and Management: Health and Safety

Policy Intent

Stars Day Nurseries believe that the health and safety of children is of paramount importance. We make our settings a safe and healthy place for children, parents, staff, and students.

Aspire

Managers ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and demonstrate how they are managing risks daily. Risk assessments identify aspects of the environment to be checked regularly and detail how risks will be removed or minimised. Risk assessments should identify when and by whom those aspects will be checked. Managers ensure all risks are assessed.

The EYFS Statutory Guidance

3.51. Providers must ensure there is always a first aid box accessible with appropriate content for use with children. Providers must keep a written record of accidents or injuries and first aid treatment. Providers must inform parents and/or carers of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.

3.52. Registered providers must notify Ofsted any serious accident, illness, or injury to, or death of, any child while in their care, and of the action taken. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence. Providers must notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies.

3.55. Providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Providers must comply with requirements of health and safety legislation (including fire safety and hygiene requirements).

3.56. Providers must take reasonable steps to ensure the safety of children, staff, and others on the premises in the case of fire or any other emergency and must have an emergency evacuation procedure. Providers must have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order. Fire exits must be clearly identifiable, and fire doors must be free of obstruction and easily opened from the inside.

3.57. Providers must not allow smoking in or on the premises when children are present or about to be present. Staff should not vape or use e-cigarettes when children are present, and providers should consider Public Health England advice on their use in public places and workplaces.

3.64. Providers must carry the appropriate insurance (e.g., public liability insurance) to cover all premises from which they provide childcare.

3.65. Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects

of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

Implementation

We aim to make children, parents, and staff aware of health and safety issues and to minimise the hazards and risks to enable children to thrive in a healthy and safe environment. Health and Safety information and risk assessments are accessible in the setting for families, and we provide updates through our online system, newsletters, and social media pages.

Insurance cover

We have public liability insurance and employer's liability insurance. The certificate for public liability insurance is displayed in the setting.

Awareness raising

Staff are trained in Health and Safety in the setting on Induction and receive regular updates from the setting management. Staff are trained to manage risks and complete risk assessments.

Children are made aware of health and safety issues through discussions, planned activities and routines. Children are encouraged to manage risks during individual interactions, group activities and teachable moments in the setting.

No-smoking and vaping.

We comply with health and safety regulations and the Welfare Requirements of the EYFS in making our premises a no-smoking environment.

- Families are made aware of our no-smoking policy on enrolment.
- We display no-smoking signs throughout our premises and in our outdoor areas.
- Staff are made aware of our no-smoking policy on Induction. Staff are not permitted to smoke or vape during working hours. Staff are permitted to smoke or vape during their break and must follow the smoking guidance in our Dress Code. Smoking or vaping is not allowed within sight of our premises. On return from a smoking break staff must wash their hands before returning to their shift.

Premises

We comply with Health and Safety regulations on all our sites and have daily health and safety checks in place to ensure issues are addressed quickly. Our maintenance system is used to log maintenance work required and allocate a time frame for completion. The following preventative measures are in place in all our sites:

- Doors are fitted with finger guards (except in Council owned buildings) and children are taught how to safely enter and exit the rooms.
- Floors are checked daily to ensure they are clean and not uneven, wet, or damaged.
- Electrical and gas equipment conform to safety requirements and are checked and maintained regularly.
- Utility equipment such as boilers, electrical switches and meter cupboards are located within secure areas away from children.
- Heaters have guards (except in Council owned buildings), and children are taught not to touch them.

- Outdoor areas are securely fenced, and garden gates are kept locked.
- Outdoor areas are checked for safety and cleared of rubbish before used.
- Garden areas and the exterior of the buildings are maintained regularly.
- Outdoor equipment (including sandpits) is cleaned and maintained regularly, and equipment is covered when not in use.

Activities and Resources

We comply with UK Regulations and Safety Standards where possible (Kite mark checks for all new purchases are in place) for all resources and equipment used on our premises. Resources and equipment are checked, maintained, and replaced regularly. Checks are logged appropriately in the Maintenance Folder within each setting.

- All resources and materials from which children self-select are stored safely and are at child height.
- All other equipment and resources stored in cupboards or on adult height shelving are stored or stacked safely to prevent accidental falls or collapsing.
- Before purchase or loan, equipment and resources are checked to ensure they are clean and safe to meet the individual needs of all children attending the setting.
- The layout of equipment and resources allows adults and children to move safely and freely around the setting.
- Daily cleanliness checks are in place and any breakages or items with wear and tear are discarded or repaired.
- All materials, including glue and paint, are non-toxic and checked for allergy information.
- Risk assessments are in place for all activities and resources that pose a choking risk to young children.
- Risk assessments are in place for all activities and resources that contain allergens.
- Choke testing is in place to ensure safety of resources before toys are placed in self-selection areas.

Play opportunities.

Play opportunities within the setting are risk assessed before commencement. Children are encouraged to manage their own risks and practitioners ensure children are supervised during risky play situations. Practitioners abide by the regulations for ratio cover set down in the Early Years Foundation Stage Statutory Guidance (2023) during play opportunities.

Health and Safety in the Office

Stars Day Nurseries take the welfare of our employees seriously and put safeguards in place to help protect the health and safety of all employees. This includes any staff who are required to undertake office duties as part of their role including sitting at a computer.

We carry out risk assessments to assess any health and safety risks to employees carrying out office duties and provide appropriate equipment for their role.

Staff using computers can help to prevent health problems in the office by:

- Sitting comfortably at the correct height with forearms parallel to the surface of the desktop and eyes level with the top of the screen.

- Maintaining a good posture.
- Avoiding repetitive and awkward movements by using a copyholder and keeping frequently used items within easy reach.
- Changing position regularly.
- Using a good keyboard and mouse technique with wrists straight and not using excessive force.
- Making sure there are no reflections or glare on screens by carefully positioning them in relation to sources of light.
- Adjusting the screen controls to prevent eyestrain.
- Keeping the screen clean.
- Reporting to their manager any problems associated with use of the equipment.
- Planning work so that there are breaks away from the workstation.

Seating and posture for typical office tasks:

- Good lumbar support from the office seating.
- Seat height and back adjustability.
- No excess pressure on underside of thighs and backs of knees.
- Foot support provided if needed.
- Space for postural change, no obstacles should be under the desk.
- Forearms approximately horizontal.
- Minimal extensions, flexing or straining of wrists.
- Screen height and angle should allow for comfortable head position.
- Space in front of keyboard to support hand/wrists during pauses in typing.

Risk assessment

Our risk assessment process follows five steps which are as follows:

- Identification of risk: Where is it and what is it?
- Who is at risk: staff, children, parents, visitors, cooks, cleaners etc?
- Assessment as to the level of risk as high, medium, low. This is the risk and the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, to reduce that risk?
- Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

All staff have a responsibility to abide by the risk assessments in setting and assess possible risk in day-to-day practice.

The following risk assessments are standard requirements in all our settings. Additional risk assessments will be required to meet the needs of the business in each setting and the setting Manager is responsible for ensuring these are in place.

Risk Area	Risk Title
Staff in the Settings	<ul style="list-style-type: none"> • Accidents • Allergies • Asthma • Medication • Mental Health • Mobile phones and smartwatches • Personal Belongings • Personal Safety – newly added • Physical Needs • Pregnant Workers • Smoking/Alcohol/Drugs • Students and volunteers • Uniform and Jewellery
The building	<ul style="list-style-type: none"> • Adult Toilets – newly added • Baby room kitchen – newly added • Boundaries (newly added) – Security of gates, fences, and doorways • Car park – newly added • Child facing rooms – newly added trip hazards/cleaning/security/electrical equipment. • Children's Toilets – cleaning / chemicals / accessibility • Customer facing areas – trip hazards/cleaning/security/electrical equipment. • Fixtures and fittings (newly added) - Doors and windows, flooring including carpets and rugs, cupboards, moveable storage and large items of furniture and equipment, steps and climbing equipment. • Heating, water, electricity meters or equipment (including radiators and Carbon Monoxide, and portable electric heaters) • Kitchen – appliances/knives/chemicals/food storage/cleaning • Offices – IT equipment/trip hazards/storage/CCTV/ security/ desk spaces and chairs/ small equipment • Pest Control
Fire Safety	<ul style="list-style-type: none"> • Emergency evacuation – including evacuation trolleys/buggies for non-mobile children. • Fire
Medical and Care	<ul style="list-style-type: none"> • Asthma • Allergies • Bodily fluids • Children's medication • Covid 19 • First Aid • Hearing aids • Intimate care – (newly added) Nappy changing, potty training, toileting, changing clothing. • Sun safety – (newly added change of title)

Outdoor Areas	<ul style="list-style-type: none"> • After dark play • Climbing equipment and Trampolines • Decking, porous flooring, bark, and slabs • Forest School Approach • Garden buildings, sheds etc • Outside taps • Plants and trees • Sand Pit – Water trays – Mud areas • Water butts • Wheeled ride-on toys
Weather	<ul style="list-style-type: none"> • Adverse weather conditions • Extreme heat
Children	<ul style="list-style-type: none"> • Clothing - indoor and outdoor, and shoes • Jewellery • Immobile children • Mental Health – newly added • Personal belongings • SIDS and sleeping areas
Administration	<ul style="list-style-type: none"> • Confidentiality – name change • Data Protection -GDPR
Outings	<ul style="list-style-type: none"> • In the Community • Trips out to Designated Places • Trips out to designated places with parents – newly added
Provision	<ul style="list-style-type: none"> • Breakfast / Lunch /Tea / snacks/ drinks • Broken resources • Cleaning of resources • Cooking with children • Cultural provision • Knives – newly added • Messy play • Pets • Scissors and tools • Small resources (choking hazards) • Sensory rooms and resources • Soft Furnishings • Woodwork equipment
Visitors	<ul style="list-style-type: none"> • Building security – newly added • Maintenance workers • Families and siblings • Stay and play sessions.

Safeguarding	<ul style="list-style-type: none"> • Behaviour concerns – newly added • Chemicals and substances • Collection from School • DBS • Drones • Evacuation • Home visits • Lost child • Manual Handling • Parental and family liaison • PPE • Prevent Duty • School Transition visits • Staff, Students, and volunteers • Uncollected Child
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Responsibilities of all employees:

- Co-operate with other employees in implementing risk assessments.
- Report any hazard or malfunction in accordance with procedures.
- Follow all instructions, written or verbal, designed to ensure personal safety and the safety of others.
- Ensure that they are familiar with current risk assessments and follow their guidance.
- Make students and volunteers aware of risk assessments applicable to the area in which they are working and the activity in which they are engaged. The Management of the setting has overall responsibility for training students in setting risk assessment procedures.
- Draw any anomalies or concerns to the attention of the setting Manager.

Monitoring:

Risk assessments are reviewed at least yearly by setting Managers and are sampled annually by Head Office for quality assurance purposes. The results of an audit of risk assessments are discussed with the setting Manager and actions are implemented. Day to day risk assessing is the responsibility of all employees and as such should be monitored in practice daily, employees should always therefore remain vigilant and address risks promptly and safely.

First Aid

Stars Day Nurseries endeavour to train all staff on paediatric first aid. We provide enough first aid trained staff to deal with accidents and injuries in setting, including injuries and illnesses affecting children attending the provision.

We provide information and training on first aid to employees to ensure that statutory requirement and the needs of the business are met. We also provide information on first-aid arrangements and training status of staff to parents to assure them of Stars Day Nurseries commitment to safety.

Training:

Stars Day Nurseries understands first aiders to be staff who hold an appropriate and current qualification in first aid and who can demonstrate that they have kept their skills and competencies up to date. Stars Day Nurseries recognise that:

- At least one paediatric qualified first aider must be on duty whenever children are on the premises to meet the requirements of the Early Years Statutory Guidance (2023)
- At least one paediatric first aider must attend any outing/trip with children.
- From 30th June 2016, all newly qualified early years professionals should have completed and hold a current PFA certificate to be included in the provisions staff child ratio.
- First Aid training needs to be refreshed every three years with appropriate in-house training in-between to keep skills up to date.

First Aid Boxes:

First aid boxes will be provided within the setting as required to ensure there are adequate supplies for the nature of the hazards involved. Only specified first-aid supplies will be kept. The location of first aid boxes and the name of the person responsible for their upkeep will be clearly indicated on setting displays. First Aid boxes will clearly display the date the first aid box was last updated and the person responsible for that update. Portable first aid kits will be available for trips away from the premises.

Recording and reporting of accidents and incidents

We follow the guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences (2013) (RIDDOR) for the reporting of accidents and incidents. We report to the Health and Safety Executive:

- any injury requiring general practitioner or hospital treatment to a child, parent, or visitor or where there is a death of a child or adult on the premises.
- any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.

OFSTED Regulations:

Providers who are registered on the Early Years and/or the Childcare Register are required to inform Ofsted of all notifiable events. The notification should be made no later than 14 days after the event occurred. Notifiable events are:

- Serious accident, illness, or injury to, or death, of any child while in their care, and the action taken.
- Death, serious accident, illness, or injury to someone on the premises.
- The sudden serious illness of any child for whom later years provision is provided.
- Food poisoning affecting two or more children cared for on the premises.

OFSTED define serious injuries as:

- Any injury that requires resuscitation or admittance to hospital for more than 24 hours.
- Broken bones, a fracture or dislocation of any major joint.
- Any loss of consciousness, severe breathing difficulties or asphyxia.
- Loss of sight (temporary or permanent), any penetrating injury to the eye, any chemical or hot metal burn to the eye.
- Any injury leading to hypothermia or heat-induced illness.
- Any injury or medical treatment arising from absorption or any substance by inhalation, ingestion or through the skin.
- Any injury or medical treatment resulting from an electric shock or electrical burn.

Any injury or medical treatment where there is reason to believe that this resulted from exposure to harmful substance, a biological agent, or its toxins, or infected material.

The safety and security of children and adults will always be our priority. This policy outlines the procedures that are to be adopted in the setting when any employee, child, visitor, or contractor experiences an accident, near miss or dangerous incident either on our premises or during work activities, such as an outing.

An accident is defined as an unplanned event that causes injury to persons, damage to property or a combination of both. A near miss is defined as an unplanned event that does not cause injury or damage but could do so.

Suitable training and information are given to all employees on Induction regarding accident management, emergency response and incident reporting.

We follow the regulations of the Statutory Framework for the Early Years Foundation Stage, (2023) keeping a written record of accidents, injuries and first aid treatment. All accidents should be reported, recorded, and reviewed.

Accident Management:

Accidents should be managed in an appropriate manner to contain and eliminate any danger and minimise risk. Immediate first aid or emergency medical treatment should be sought where there are injuries to employees, children, or visitors.

Our accident log:

- Is accessible through our online system, to all practitioners and in the event of a system failure, manual records are also maintained.
- Is reviewed monthly to identify any potential or actual hazards. An accident analysis is completed, and actions are reported to the Senior Management Team.

We will complete a written record when a child or adult has an accident on the premises in the following instances:

- The accident leaves a mark on the body.
- There has been a bump to the head.
- There is visible swelling of a limb.
- A limb appears deformed.
- If a child becomes distressed after a mishap where there is no mark, but the child's distress indicates an invisible injury.
- Cuts, grazes, and splinters.
- Nose bleeds.
- Any other incidents that the practitioners deem as significant to record.

If the accident is to a child, we will inform the parents/carers of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, detailing any first aid treatment given. If an accident to an employee is serious, we will contact their emergency contact immediately.

Incident Management

Where a serious incident occurs in the setting, Management will immediately report the incident to the Senior Management Team and the Company Directors.

A serious incident may include:

- Break in, burglary, theft of personal or the setting's property.
- An intruder gaining unauthorised access to the premises.
- Fire, flood, gas leak or electrical failure.
- Attack on a member of staff or parent on the premises or nearby.
- Any racist incident involving staff or family on the centre's premises.
- A terrorist attack or threat of one.

We have ready access to telephone numbers for emergency services, including local police at each of our premises. Where we are responsible for the premises, we have contact numbers for gas and electricity emergency services, and maintenance contractors. Emergency procedures are in place for calling emergency services and for lockdown of the premises.

Our Incident Log:

In the incident log we record the date and time of the incident, nature of the event, who was affected, actions and outcomes including if it was reported to the police and if so a crime number. Any follow up, or insurance claim made, should also be recorded.

Procedures are in place in the event of the following incidents:

- Terrorist attack or national emergency.
- Intruder.
- Bomb threat.

Leadership and Management: Fire Safety

Policy Intent

At Stars Day Nurseries we make sure the setting is a safe environment for children, parents, employees and visitors through our fire safety policy and procedures.

The setting manager ensures the premises are compliant with fire safety regulations, including following any major changes or alterations to the premises and seeks advice from the local fire safety officer, as necessary.

Aspire

Protection policies are embedded across provision to ensure children, families and our staff team are protected and secure in our settings.

The EYFS Statutory Guidance

3.56. Providers must take reasonable steps to ensure the safety of children, staff, and others on the premises in the case of fire or any other emergency and must have an emergency evacuation procedure. Providers must have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order. Fire exits must be clearly identifiable, and fire doors must be free of obstruction and easily opened from the inside.

3.57. Providers must not allow smoking in or on the premises when children are present or about to be present. Staff should not vape or use e-cigarettes when children are present, and providers should consider Public Health England advice on their use in public places and workplaces.

Implementation

The setting manager has overall responsibility for the fire drill and evacuation procedures. These are carried out and recorded for each group of children every three months or as and when a large change occurs, e.g., a large intake of children or a new member of staff joins the setting. These drills will occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals.

The setting manager checks fire detection and control equipment, and fire exits in line with the timescales in the checklist below.

Fire checklist

	Who checks	How often	Location (setting to complete)
Escape route/fire exits (all fire exits must be clearly identifiable)	Setting Manager	Daily	
Fire extinguishers and blankets	Setting Manager	Weekly	
Evacuation pack	Setting Manager	Weekly	
Smoke/heat alarms	Setting Manager	Weekly	

Fire alarms	Setting Manager / Fire Alarm contractor	Weekly	
Fire doors closed, in good repair, doors free of obstruction and easily opened from the inside	Setting Manager	Daily	

Registration

An accurate record of all staff and children present in the building must be always kept and children/staff must be marked in and out on arrival and departure. An accurate record of visitors must be kept in the visitor's log. These records must be taken out along with the register and emergency contacts list in the event of a fire.

No smoking/vaping policy

The setting operates a strict no smoking/vaping policy.

Fire drill procedure

In the event of a fire, safety and preservation of life will override all other considerations. It is the duty of all staff to make themselves familiar with the agreed emergency evacuation procedures. As part of the regular review of the risk assessment, the arrangements for ensuring fire safety will be under continual review.

On discovering a fire:

- Calmly raise the alarm by breaking the alarm glass.
 - Immediately evacuate the building under guidance from the setting manager.
 - Using the nearest accessible exit lead the children out, assemble at
-
- Close all doors behind you wherever possible.
 - Babies in the setting will be evacuated by
-
- Children and adults in the setting with mobility issues will be evacuated by
-
- Do not stop to collect personal belongings on evacuating the building.
 - Do not attempt to go back in and fight the fire.
 - Do not attempt to go back in if any children or adults are not accounted for.
 - Wait for emergency services and report any unaccounted persons to the fire service/police.

If you are unable to evacuate safely:

- Stay where you are safe.
- Keep the children calm and together.
- Wherever possible alert the setting manager of your location and the identity of the children and other adults with you.

The setting manager is to:

- Pick up the children's register, staff register, mobile phone, keys, visitor book and fire bag/evacuation pack (containing emergency contacts list, nappies, wipes, and blankets).
- Telephone emergency services: dial 999 and ask for the fire service.
- In the fire assembly point area _____ checks the children against the register.
- Account for all adults: staff and visitors.
- Advise the fire service of anyone missing and possible locations and respond to any other questions they may have.

Remember

- Do not stop to collect personal belongings on evacuating the building.
- Do not attempt to go back in and fight the fire.
- Do not attempt to go back in if any children or adults are not accounted for.

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. Where necessary we seek the advice of a competent person, such as a Fire Officer or Fire Safety Consultant.

- The basis of our fire safety procedures are risk assessments. These are carried out by a setting manager.
- The setting manager has received sufficient training in fire safety to be able to carry out risk assessments.
- Fire doors are clearly marked and never obstructed. Smoke detectors/alarms and fire-fighting appliances conform to BSEN standards and are fitted in appropriate high-risk areas of the building and are checked as specified by the manufacturer.

Our emergency evacuation procedures are approved by the Fire Safety Officer and are:

- Clearly displayed in the premises.
- Explained to new members of staff on Induction.
- Practised regularly.
- Records are kept of fire drills and the servicing of fire safety equipment.

The fire drill record must contain:

- Date and time of the drill.
- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the drill procedure.

Leadership and Management: Supervision of children

Policy Intent

Stars Day Nurseries have a clear approach to the implementation of the Early Years Foundation Stage staff: child ratios within our settings. This policy sets out our approach and how it is implemented by Managers.

Aspire

Providers ensure that people looking after children are suitable to fulfil the requirements of their roles and ensure identity and vetting checks have been completed.

The EYFS Statutory Guidance

3.29. Staffing arrangements must meet the needs of all children and ensure their safety. Providers must ensure that children are adequately supervised, including whilst eating, and decide how to deploy staff to ensure children's needs are met. Providers must inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions. Children must usually be within sight and hearing of staff and always within sight or hearing. Whilst eating, children must be within sight and hearing of a member of staff.

3.30. Only those aged 17 or over may be included in ratios if they are suitable, (and staff under 17 should be always supervised). Suitable students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios if the provider is satisfied that they are competent and responsible.

3.31. The ratio and qualification requirements apply to the total number of staff available to work directly with children. Exceptionally, and where the quality of care and safety and security of children is maintained, changes to the ratios may be made.

Implementation

Stars Day Nurseries abide by the staff: child ratio requirements always set down in the Early Years Foundation Stage Statutory Guidance. Managers are required to deploy staff members effectively across the setting ensuring that staff qualifications meet EYFS guidelines which state:

1. For children aged under two:
 - there must be at least one member of staff for every three children.
 - at least one member of staff must hold an approved level 3 qualification and must be suitably experienced in working with children under two.
 - at least half of all other staff must hold an approved level 2 qualification.
 - at least half of all staff must have received training that specifically addresses the care of babies.
 - where there is an under two-year-olds' room, the member of staff in charge of that room must, in the judgement of the provider, have suitable experience of working with under twos.
2. For children aged two:
 - there must be at least one member of staff for every five children
 - at least one member of staff must hold an approved level 3 qualification
 - at least half of all other staff must hold an approved level 2 qualification
3. For children aged three and over:

- there must be at least one member of staff for every eight children
- at least one member of staff must hold an approved level 3 qualification
- at least half of all other staff must hold an approved level 2 qualification

Stars Day Nurseries also reserve the right to implement the following if business circumstances deem it necessary:

4. For children aged three and over in registered early years provision where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status, or another approved level 6 qualification is working directly with the children:
 - there must be at least one member of staff for every 13 children
 - at least one other member of staff must hold an approved level 3 qualification

Stars Day Nurseries expect setting Managers to maintain daily records of staff and children's attendance and corresponding ratios.

The effective implementation of staff: child ratios should acknowledge the following scenarios may have an impact on ratios:

- The physical layout of rooms – including open areas with dividing walls, open doorways between adjoining rooms, gated areas within rooms and storage areas.
- Access to changing and toileting facilities.
- Access to outdoor.
- Experience of staff members for example new employees, apprentices, and recently qualified staff.

Stars Day Nurseries Managers discuss staff deployment with Head Office, including any changes to room layouts or to regular patterns of deployment.

Staff will always be within sight or hearing of children and are proactive in ensuring ratio requirements are fulfilled.

Staff are aware of their supervisory role and the requirements expected of them in respect to their own:

- positioning during experiences – for example staff position themselves against walls when sharing stories so that sightlines in the room are clear.
- vigilance when facilitating snack or lunch – for example serving positions look outwards into the room allowing staff clear sight of children eating.
- alertness during personal care – for example staff changing nappies are alert to other children in adjoining areas in hearing range.
- engagement with children – for example staff ensure sightlines are clear when interacting with children at their level.
- team working – for example staff are aware of their team members locations within the room and work together, communicating to ensure the effective supervision of all children.
- monitoring of children's movements – for example when children move between indoor and outdoor areas independently.

At least one person who has a current paediatric first aid (PFA) certificate must be always on the premises and available when children are present. Managers must make adequate arrangements to ensure enough staff are qualified in First Aid to meet staffing requirements, including over lunch breaks and to cover shifts.

Leadership and Management: Maintaining Children's Safety and security on premises.

Policy Intent

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

Aspire

Protection policies are embedded across provision to ensure children, families and our staff team are protected and secure in our settings.

The EYFS Statutory Guidance

3.55. Providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Providers must comply with requirements of health and safety legislation (including fire safety and hygiene requirements).

3.56. Providers must take reasonable steps to ensure the safety of children, staff, and others on the premises in the case of fire or any other emergency and must have an emergency evacuation procedure.

3.58 The premises and equipment must be organised in a way that meets the needs of children.

3.63. Providers must only release children into the care of individuals who have been notified to the provider by the parent. Providers must take all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors.

Implementation

Children's personal safety

- It is a statutory requirement that before formal appointment, all employees must undergo a satisfactory Disclosure and Barring Service (DBS) check.
- Staff are not left alone to supervise children.
- Children are always supervised by adults.
- Whenever children are on the premises at least two adults are present.
- Students, volunteers, and visitors are never left unsupervised with children.

Security

- Entrances are securely locked, and doors are only opened by staff authorised to admit them. Unauthorised entry to the premises is always prevented.
- The arrival and departure times of employees are recorded.
- The arrival and departure times of visitors are recorded in the setting visitors' log.
- Visitors are given passes to indicate they are visiting the setting to staff and families.
- Visitors are monitored and always escorted while on the premises.
- If a visitor enters the premises and refuses to leave, this behaviour may give rise to a criminal offence. Staff will request the person to leave the premises but should not place themselves in a position of risk. If violence is threatened, if there is a breach of the peace, or a likelihood of this, the police will be informed by an emergency call.

- Staff are trained on Induction in security measures in the setting, this includes door and window security, process for signing visitors in/out, authorised persons, escorting adults around the setting, gates and fences, contractors, and maintenance.
- Child/adult ratios are always maintained, implementation of breaks from ratio is the responsibility of the Managers. Room leaders must be aware of staff taking short personal breaks and ensure ratios are met at these times.

Arrival and Departure of Children

- On arrival, all children should be signed in on the children's register with the exact time of arrival.
- Staff and parents should be clear as to the moment when care is handed over to staff. If the parent requests the child is given medicine during the day the staff member must ensure that the medication procedure is followed.
- On departure, all children should be signed out on the children's register with the exact time of departure. Departure procedure should include opportunities to discuss the child's day with the parent in addition to what may already be shared via electronic systems, e.g., meals, sleep time, activities, interests, progress, and friendships. The parent should be told about any accidents or incidents and the appropriate records must be signed by the parent before departure. Where applicable, all medicines should be recovered from the medicine box/fridge after the parent has arrived and handed to him/her personally. The medication policy is to be followed regarding parental signature.
- The setting must agree a password with parents who are sending another adult to collect their child; the name, relationship and contact details of the collecting adult should be recorded. Photo ID should also be provided if possible.
- Where parents and authorised adults are allowed on the premises with the children at arrival or departure, the Manager must ensure they are not left alone with children at any time.
- No persons under the age of 18 will be allowed to collect a child from our settings unless they are the biological parent of the child.
- Parents cannot leave their children in the setting before their allocated session times due to insurance implications.
- There is a separate policy for any child not collected at the appropriate time.

Parents are informed about these arrangements on enrolment and reminded about them regularly. Parents/carers will be informed and reminded not to allow any other person onto the premises when dropping-off or collecting, this is to always ensure the safety.

In the unlikely event that someone gains unauthorised access to the premises, if needed our lockdown procedure will be initiated by staff and the police will be called. In any cases where someone has gained unauthorised access to the premises, we will revisit our arrivals and departures procedures and risk assessment.

Arrivals and departures of visitors

For arrivals and departures of visitors the setting requires appropriate records to be completed on entry and exit e.g., in the visitors' book.

Staff, Students and Volunteers

Staff, students, and volunteers are responsible for ensuring they sign themselves in and out of the building, including on breaks and lunchtimes.

Reporting and Recording Breaches of Security

Any breach of security or potential breach of security should be reported immediately to the setting Manager who should then launch a thorough investigation and take appropriate action. The Senior Management Team and Directors must be informed.

Adults arriving under the influence of alcohol or drugs.

Stars Day Nurseries are committed to taking all necessary steps to keep children safe and well. This includes making sure that children are not exposed to adults who may be under the influence of alcohol or other substances that may affect their ability to care for them.

Alcohol

Under the Health and Safety at Work Act 1974, companies have a legal requirement to provide a safe working environment for all their employees.

Anyone who arrives at the setting clearly under the influence of alcohol will be asked to leave. If they are a member of staff, the setting will investigate the matter and will initiate the disciplinary process because of which action may be taken, including dismissal. Staff can still be under the influence of alcohol the day after the night before and staff should be aware of this, ensuring this is not the case when starting work.

If they are a parent, the manager/designated safeguarding lead will judge if the parent is suitable to care for the child. This may involve calling the second contact on the child's registration form to collect them. If a child is thought to be at risk the setting will follow the safeguarding children/child protection procedure. If anyone arrives at the setting in a car under the influence of alcohol the police will be contacted.

Staff, students, parents, carers, visitors, contractors etc. are asked not to bring alcohol on to the premises.

Substance misuse

Anyone who arrives at the nursery under the influence of illegal drugs, or any other substance including medication, which affects their ability to care for children, will be asked to leave the premises immediately.

If they are a member of staff, an investigation will follow which may lead to consideration of disciplinary action, because of which dismissal could follow.

If they are a parent, the manager/designated safeguarding lead will judge if the parent is suitable to care for the child. This may involve calling the second contact on the child's registration form to collect them. If a child is thought to be at risk the setting will follow the safeguarding children/child protection procedure.

The manager will contact the police if anyone (including staff, students, volunteers, contractors, and visitors) is suspected of being in possession of illegal drugs or if they are driving or may drive when under the influence of illegal drugs. If they are a member of staff serious disciplinary procedures will be followed.

Leadership and Management: Lockdown and Evacuation

Policy Intent

We take all reasonable steps to ensure the safety of children, staff, and others on the premises, in the event of an emergency requiring a full lock down we will follow the lock down procedure, or in the event requiring evacuation of the premises we will follow the emergency evacuation procedure.

Aspire – A framework for the delivery of the Early Years Foundation Stage Curriculum

Protection policies are embedded across provision to ensure children, families and our staff team are protected and secure in our settings.

The EYFS Statutory Guidance

3.56 Providers must take reasonable steps to ensure the safety of children, staff, and others on the premises in the case of fire or any other emergency and must have an emergency evacuation procedure.

Implementation

1. Lockdown procedure

We will use the lock down procedure when the safety of the children, staff and others on the premises are at risk and we are better placed inside the current building, with doors and windows locked and blinds/curtains drawn.

We will activate this emergency procedure in response to a few situations, but some of the more typical might be:

- A report incident or disturbance in the local community (with potential to pose a risk to staff and children in the setting).
- An intruder on the site (with potential to pose a risk to staff and children in setting)
- A warning being received regarding a risk locally, of air pollution (smoke plumes, gas cloud etc.).
- A major fire or explosion in the vicinity of the setting – if it is safer staying in the premises than leaving.

In this case the staff will be notified by the setting Management that Lockdown Procedures are now in force.

All individuals (including children) will remain in the area they are in, if safe to do so. If the children are outside, staff are to promptly and calmly direct children into the building, if this will not endanger them. Staff will make efforts to close and lock doors wherever safe to do so.

All individuals will keep away from the windows and doors and children will be occupied in the centre of the room, so they are not placed at risk or are able to see any situation developing outside.

The manager will ensure all children, staff and visitors are accounted for and safe before returning to the office area to keep up to date with the current situation via updates. The manager on duty will manage the situation dependant the information available. If the setting is in immediate danger of an intruder, the police will be called as a matter of urgency. In other cases where the situation has been alerted by the police or local area authority then the setting will await further instructions. The Manager will liaise with Head Office throughout the event.

Once all clear has been given externally the manager will issue the all clear internally. After this time, the staff will try to return to normal practice to enable the children not to be disrupted or upset by the events. Any children showing worries or concerns will have one to one time with their key person to talk about these.

Parents will be informed about the situation at the earliest safest opportunity and will be kept updated when the information changes.

After the event, a post-incident evaluation will be conducted to ensure that each child and staff member was supported fully, and the procedure went as planned. Ofsted will be informed.

2. Emergency evacuation procedure

Stars Day Nurseries will make every effort to keep the setting open, we may need to close at short notice. This decision will not have been taken lightly and may well have been determined by an external body such as the Local Authority. Should this situation arise, we will make every effort to minimise the inconvenience to staff, children, and parents, and will aim to re-open as soon as is practical.

Possible reasons for emergency shutdown of the setting include, but are not limited to:

- Serious weather conditions.
- Heating system failure, burst water pipes, or loss of power supply.
- Fire or bomb scare/explosion.
- Death, or serious accident or illness, of a member of staff or child.
- Assault on a staff member or child,
- Directive by Government agency (e.g., Public Health England, Environment Agency, National Security Services etc.)

If the setting is forced to close at short notice the Manager will use the emergency contact details, we have on file to notify parents by telephone. If the setting has been forced to close for a specific period, we will also inform parents of the planned date for reopening.

In the event of an emergency our primary concern will be to ensure that both children and staff are kept safe. If it is necessary to evacuate the setting, the following steps will be taken:

- The Manager will call the emergency services immediately if necessary and will sound the alarm to evacuate.
- All children will be escorted from the building to the assembly point using the nearest safe exit.
- No attempt will be made to collect personal belongings, or to re-enter the building after evacuation.

- A nominated member of staff will sweep the premises to ensure it is empty and will collect the register, visitors book and emergency contact details as they evacuate themselves.
- Before leaving the building, the nominated person will close all accessible doors and windows if it is safe to do so.
- The register will be taken, and all children, staff and visitors accounted for.
- If any person is missing from the register the emergency services will be informed immediately.
- The Manager will telephone emergency contacts for collection.
- All children will be supervised until they are safely collected.
- If a child's parents or emergency contacts cannot be contacted, the setting will follow the Uncollected child policy.

If the setting must close, even temporarily, or operate from alternative premises, because of an emergency, we will notify Ofsted.

Leadership and Management: Missing Child

Policy Intent

Children's safety is the highest priority both on and off the premises. The setting will make every effort to ensure that whilst on outings all children are closely supervised to ensure they remain safe and within the group.

Aspire – A framework for the delivery of the Early Years Foundation Stage Curriculum

Protection policies are embedded across provision to ensure children, families and our staff team are protected and secure in our settings.

The EYFS Statutory Guidance

3.63. Providers must ensure that children do not leave the premises unsupervised. Providers must take all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors.

Implementation

Child/adult ratios are maintained during sessions to ensure that children are effectively supervised.

Child going missing on the premises.

- As soon as it is noticed that a child is missing the key person/staff alerts the setting manager.
- The setting manager will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has gone astray and to check the child has not been collected.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, the parent is contacted, and the missing child is reported to the police.
- The setting manager talks to the staff to find out when and where the child was last seen and record this.
- The setting manager contacts Head Office and reports the incident.
- OFSTED are notified of the incident.

Child going missing on an outing.

This describes what to do when staff have taken a small group on an outing, leaving the setting manager and/or other staff back in the setting. If the setting manager has accompanied children on the outing the procedures are adjusted accordingly.

What to do when a child goes missing from a whole room outing may be a little different as parents usually attend and are responsible for their own child.

- As soon as it is noticed that a child is missing staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One member of staff searches the immediate vicinity but does not search beyond that.
- The setting manager is contacted immediately, and the incident is reported.

- The setting manager contacts the police and reports the child as missing.
- The setting manager contacts the parent, who makes their way to either the setting or the venue.
- Staff keep the remaining children together and may take them back to the setting.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The setting manager will contact Head Office to report the incident.
- The setting manager or designated staff member may be advised by the police to stay at the venue until they arrive.
- OFSTED are notified of the incident.

The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The setting manager along with Head Office speaks with the parents.
- The management team carry out a full investigation taking written statements from all staff that were on the outing.
- The key person/ staff member writes an incident report detailing:
 - The date and time of the report.
 - What staff/children were in the group/outing and the name of the designated responsible for the missing child.
 - When the child was last seen in the group/outing.
 - What has taken place in the group or outing since the child went missing.
 - The time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation all staff co-operate fully.
- The insurance provider is informed.

Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The staff will feel worried about the child, especially the designated staff member responsible for the safety of the child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases. The setting manager should ensure that the staff feel supported while they are feeling vulnerable.
- The parents will feel angry and fraught. They may want to blame staff and single out one member over others; they may direct their anger at the setting manager. When dealing with a distraught and angry parent there should always be two members of staff. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated and the police should be called.
- The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.
- Staff must not discuss any missing child incident with the press without taking advice from Head Office.

Leadership and Management: Uncollected Child

Policy Intent

Children's safety is the highest priority both on and off the premises. The setting will make every effort to ensure that a designated person collects a child who has not been collected as expected. Our priority is to keep the child safe, and ensure their wellbeing is not impacted during the extra time spent waiting for collection.

Aspire – A framework for the delivery of the Early Years Foundation Stage Curriculum

Protection policies are embedded across provision to ensure children, families and our staff team are protected and secure in our settings.

The EYFS Statutory Guidance

3.63. Providers must ensure that children do not leave the premises unsupervised. Providers must only release children into the care of individuals who have been notified to the provider by the parent. Providers must take all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors.

Implementation

When inducting a child into the setting, parents will be clearly notified of the business operating times. Parents will be made aware that they will be expected to collect their children and leave the building at the time of close and would not be expected to arrive to collect their children at or after the official closing time, as doing so could cause the setting to close late. However, we do accept that there may be times of emergency when a child cannot be collected by close of business and if notified these occurrences can be effectively managed. However, failure to notify the setting of the delay will evoke the following agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. During this time, we will ensure that the child receives a high standard of care to cause as little distress as possible.

Parents of children starting the setting are asked to provide the following specific information which is recorded on our Enrolment Form:

- ▶ Home address and telephone number (if the parents do not have a telephone, an alternative number must be given, perhaps a close relative or neighbour).
- ▶ Place of work and telephone number (if applicable).
- ▶ Mobile telephone number (if applicable).
- ▶ Names of adults who are authorised by the parents to collect their child from the setting, for example a child minder or grandparent.
- ▶ Who has parental responsibility for the child and legal contact.
- ▶ Information about any person who does not have legal access to the child.

On occasions when parents are aware that they will not be at home or in their usual place of work they must inform us of how they can be contacted in writing.

On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with details of the person who will be collecting their

child. We agree with the parents how to verify the identity of the person who is to collect their child.

Parents must inform us if they are not able to collect their child as planned.

Parents must ensure that all contact details are up to date. If details change, parents are responsible for ensuring that the information is passed to the setting and the child's file updated.

If the child has not been collected by close of business, telephone lines of enquiry will be made immediately to try to locate the parents or their nominated emergency contacts. If an authorised contact person cannot be located within 30 minutes after the end of the session. The setting will contact the Police and Children's social care for advice and support.

If in the event of the parent arriving to collect their child very late at the setting when heavily under the influence of either drug or alcohol misuse, the child will be withheld by the staff until the police and Children's social care arrive to provide support and resolution.

We contact our local authority children's social care team on 01733 864180.

Leadership and Management: Supervision of children on outings

Policy Intent

Children's safety is the highest priority both on and off the premises. The setting will make every effort to ensure that whilst on outings all children are closely supervised to ensure they remain safe and within the group.

Aspire – A framework for the delivery of the Early Years Foundation Stage Curriculum

Protection policies are embedded across provision to ensure children, families and our staff team are protected and secure in our settings.

The EYFS Statutory Guidance

3.66. Children must be kept safe while on outings. Providers must assess the risks or hazards which may arise for the children and must identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment must include consideration of adult to child ratios.

3.67. Vehicles in which children are being transported, and the driver of those vehicles, must be adequately insured.

Implementation

Children benefit from being taken out of the setting to go to local parks or other suitable venues for activities which enhance their learning experiences.

- Parents sign a general consent on enrolment for their children to be taken out as part of the daily activities of the setting.
- A risk assessment is carried out for each venue.
- Parents are always asked to sign specific consent forms before major outings.
- Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility, and type of venue as well as how it is to be reached.
- For After Schools Club and Holiday Club our ratio is one adult to four children.
- Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray and there is no unauthorised access to children.
- Staff take a mobile phone on outings, and supplies of tissues, wipes as well as mini first aid pack, snacks, and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- Staff take a list of children with them with contact numbers of parents/carers.
- A minimum of two staff should accompany children on outings, one should be a Level 3 qualified Early Years Educator and one should hold a 12 hour Paediatric First Aid certificate.

Leadership and Management: Mobile phone, smart watches, and social networking

Policy Intent

At Stars Day Nurseries we promote the safety and welfare of all children in our care. We believe our staff should be completely attentive during their hours of working to ensure all children in the setting receive good quality care and education.

Aspire – A framework for the delivery of the Early Years Foundation Stage Curriculum

Protection policies are embedded across provision to ensure children, families and our staff team are protected and secure in our settings.

The EYFS Statutory Guidance

3.71. Providers must ensure that all staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

Implementation

To ensure the safety and well-being of children we do not allow staff to use personal mobile phones during working hours.

We use mobile phones supplied by Stars Day Nurseries to:

1. provide a means of contact in certain circumstances, such as outings.
2. for photographs and videos of children to share learning and progress on our online system.
3. for photographs and videos of children to share on social media or marketing

Parental permissions are in place for all images of children shared on social media or in marketing.

We require our staff to be responsible and professional in their use of social networking sites in relation to any connection to the setting, Stars Day Nurseries staff, parents, or children. We ask parents and visitors to respect and adhere to our policy.

Stars Day Nurseries are committed to supporting our staff team's health and well-being and so allow staff to wear Smartwatches that monitor their health and fitness. However, we do expect staff to follow the Smartwatch guidelines which are as follow:

- Smartwatches are disconnected from mobile phones with mobile phones either set to airplane mode or turned off and not accessed during your working hours.
- Smartwatches with in-built cameras are not allowed.
- Random mobile phone and smartwatch compliance checks will be completed by the Management Team.

Staff must adhere to the following:

- Mobile phones are either turned off or on silent and not accessed during your working hours.

- Mobile phones can only be used on a designated break, and this must only be in areas away from the children.
- Mobile phones should be always stored safely in staff lockers or a secure office area during the hours of your working day.
- During outings, staff will use mobile phones belonging to Stars Day Nurseries.
- Photographs must not be taken of the children on any personal phones or any other personal information storage device.
- Staff must not post anything on to social networking sites such as Facebook that could be construed to have any impact on Stars Day Nurseries reputation or relate to the setting or any children attending the setting in any way.
- Staff must not post anything on to social networking sites that could offend any other member of staff or parent using Stars Day Nurseries.
- If staff, choose to allow parents to view their page on social networking sites this relationship must always remain professional.
- If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

Parents and visitors use of mobile phones, smartwatches, and social networking

Whilst we recognise that there may be emergency situations which necessitate the use of a mobile telephone, to ensure the safety and welfare of children in our care and share information about the child's day, parents and visitors are kindly asked to refrain from using their mobile telephones whilst in the setting or when collecting or dropping off their children.

We promote the safety and welfare of all staff and children and therefore ask parents and visitors not to post, publicly or privately, information about any child on social media sites such as Facebook, Instagram, and Twitter. We ask all parents and visitors to follow this policy to ensure that information about children, images and information do not fall into the wrong hands.

Parents/visitors are invited to share any concerns regarding inappropriate use of social media through the official procedures.

Leadership and Management: Online System Digital Images

Policy Intent

At Stars Day Nurseries Ltd we ensure the safe and appropriate use of all photographic and video images within our settings.

Aspire – A framework for the delivery of the Early Years Foundation Stage Curriculum

Protection policies are embedded across provision to ensure children, families and our staff team are protected and secure in our settings.

The EYFS Statutory Guidance

3.71. Providers must ensure that all staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

Implementation

Photographs are used to capture specific and special moments in the lives of the children whom we care for.

They are used in several ways:

- Displays: to demonstrate activities within the settings
- As promotional images: in brochures, adverts, or our website
- As supportive evidence: in child development accounts of individual children

Whichever way images are used, permission is always sought from parents regarding the level and usage of the images.

This policy looks at the specific use of photographs and video clips on the Online System and their inclusion in each individual child's account.

Who is covered by the policy?

This policy covers all individuals including senior managers, directors, employees, trainees, apprentices, part-time and fixed-term employees, casual and agency staff, and volunteers (collectively referred to as **staff** in this policy)

This policy also covers all parents given access to the Online System by Stars Day Nurseries Ltd

The scope of the policy

- All staff are expected to comply with this policy to protect the privacy, confidentiality and interests of our company and our services, employees, partners, and customers.
- Breach of this policy may be dealt with under our Disciplinary Procedure and, in serious cases, may be treated as gross misconduct leading to summary dismissal.
- All parents are expected to comply with this policy to protect the privacy, confidentiality, and interests of their child/children on the Online System.

Responsibility for implementation of the policy

- The Manager has overall responsibility for the effective operation of this policy.
- The Manager is responsible for monitoring and reviewing the operation of this policy and making recommendation for changes to minimise risks to our operations.

- All staff are responsible for their own compliance with this policy and for ensuring that it is consistently applied. All staff should ensure that they take the time to read and understand it. Any breach of this policy should be reported to the Manager.
- All parents are responsible for their own compliance with this policy and any breach of this policy will immediately result in the parent's access to the Online System being removed.
- Questions regarding the content or application of this policy should be directed to Head Office.

Guidelines for this policy

- Only images of individual children are to be uploaded to a child's account by Stars Day Nurseries Ltd unless they are joint images with siblings.
- Images will be removed from Stars Day Nurseries Ltd computer systems and tablets within one month of them being added to the Online System. The Manager of the setting is responsible for the overall monitoring of the digital images stored on computer systems and tablets.
- Stars Day Nurseries Ltd staff are responsible for the choice of images that are shared on an account and will be held accountable for their choices.
- Parents are responsible for the choice of images that they share on the Online System and will be held accountable for their choices.
- Stars Day Nurseries Ltd encourage parents to upload digital images to the Online System of their child and the child's immediate family. These images should always relate to the child's achievements and home learning, family celebrations and special days. Such images are used by Stars Day Nurseries Ltd to inform the child's learning and development.

Leadership and Management: Online System Usage

Policy Intent

We endeavour to actively involve you as parents in your child's care and education and we believe that our Online System is the perfect platform from which to do this.

Aspire – A framework for the delivery of the Early Years Foundation Stage Curriculum

Protection policies are embedded across provision to ensure children, families and our staff team are protected and secure in our settings.

The EYFS Statutory Guidance

3.71. Providers must ensure that all staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

Implementation

All that is required to set up access to your child's account is your email address.

You will be notified via email when additions to your child's online account have been made, or if you need to sign any documents or accident forms. You can also view the Live Feed at any time via the App or web browser.

Your child's on-line account will only be accessible to you as the parent using a secure login system. Login details will consist of a username and password which will be allocated by Stars Day Nurseries Ltd.

If you do not have access to the internet, you can view your child's on-line account in the setting at a pre-booked time with your child's key person.

When using the system, please:

DO NOT:

- Name specific individual staff, other than your child's key person, or other children.
- Post abusive or inappropriate language.
- Share your login details with any other person.

DO:

- Maintain professionalism, honesty, and respect.
- Speak to the setting manager if you have any concerns regarding the Learning Journal content.

If a fault occurs with the system, please log out and report immediately to the setting Manager.

This Policy is to be adhered to in line with our existing policies, Safeguarding, Social Media, Confidentiality, Record keeping and General Data Protection Regulations.

If we feel this policy is not being adhered to in any way the setting Manager will:

- inform the Head Office of Stars Day Nurseries Ltd
- arrange a meeting to discuss the concern or issue.

Stars Day Nurseries Ltd reserve the right to disconnect your login at any time.

Leadership and Management: Apprenticeships

Policy Intent

Apprenticeships are nationally recognised training programmes which offer an opportunity for an individual to work within Stars Day Nurseries, gaining invaluable experience, whilst studying for a qualification. Stars Day Nurseries offer apprenticeships on a discretionary basis in line with current business needs.

This policy details the procedure for employing an apprentice, the line manager's responsibilities in supporting an apprentice, and the apprentice's responsibilities to their apprenticeship.

This policy also details how Stars Day Nurseries abide by HM Government Apprenticeship Guidelines, these can be viewed at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/819162/Employer_guide_to_apprenticeships_summer_2019.pdf

Aspire – A framework for the delivery of the Early Years Foundation Stage Curriculum

The Training Package supports every staff member to achieve their career goals, fulfil their job roles and meet statutory regulations.

The EYFS Statutory Guidance

3.20. Providers must follow their legal responsibilities under the Equality Act 2010 including the fair and equal treatment of practitioners regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

3.21. The daily experience of children in early years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills, knowledge, and a clear understanding of their roles and responsibilities. Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

Implementation

Head Office will:

- advertise apprenticeship vacancies to meet the needs of the business.
- follow Stars Day Nurseries recruitment policy when considering apprenticeship applications.
- conduct safer recruitment procedures for all apprenticeship applications.
- issue an apprenticeship contract of employment to the apprentice.

Head Office will:

- liaise with Stars Day Nurseries current apprenticeship providers to complete apprenticeship enrolment and induction processes.

- liaise with the apprenticeship providers to ensure a quality service is delivered to the apprentice throughout the apprenticeship.
- provide a Stars Day Nurseries apprenticeship package to the new apprentice and conduct an induction to the apprenticeship package to the apprentice and line manager.
- liaise with the line manager if the apprentice needs a performance improvement plan.
- act as a co-ordinator between the apprentice, line manager and apprenticeship provider as necessary to ensure the apprenticeship agreement is fulfilled.

The line manager will:

- support the apprentice within the setting through supervision processes, training and development requirements, and well-being checks.
- Liaise with the apprenticeship provider to schedule meetings within the setting between the apprentice and their tutor.
- Enable the apprentice to have 20% of their time engaged in “off the job” training and reflection (see below for more details).
- Support the apprentice in completing the requirements of the apprenticeship package within the setting.
- Book the apprentice on regulatory training for safeguarding, first aid and food hygiene within the time frame of the apprenticeship.
- Allocate the apprentice a buddy within the setting who will offer support and guidance to the apprentice as required and provide feedback to the line manager on performance.

The apprentice will:

- Complete and agree an Apprenticeship Agreement which will be provided by the apprenticeship provider (see below for more details).
- Complete coursework allocated by their tutor within timeframes set down by the apprenticeship provider.
- Work through the apprenticeship package during some of their 20% “off the job” time.
- Log their 20% “off the job” time on a weekly basis and submit this record to their apprenticeship provider.
- Attend training events held by the apprenticeship provider, as necessary.
- complete training provided by Stars Day Nurseries for safeguarding, first aid and food hygiene.
- demonstrate a positive attitude to their apprenticeship and abide by Stars Day Nurseries policies and procedures.
- attend regular meetings with their tutor, and as necessary their line manager.
- be proactive in completing their coursework and in highlighting any concerns about their apprenticeship and coursework immediately with their line manager.

Off the job training is defined by the Education Skills Funding Agency (ESFA) as; “Learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an Apprenticeship. This can include training that is delivered at the Apprentice’s normal place of work but must not be delivered as part of their normal working duties” The off-the-job training must be directly relevant to the Apprenticeship Framework or Standard and could include the following:

- The teaching of theory e.g., lectures, role playing, simulation exercises, online learning.
- Practical training e.g., shadowing, mentoring.
- Learning support and time spent writing assessments/assignments.

Off the job training does not include:

- English and Maths (up to level 2) which is funded separately.
- Progress reviews or on-programme assessment needed for an apprenticeship framework or standard.
- Training which takes place outside the apprentices normal working hours (this cannot count towards the 20% off-the-job training).

The Apprenticeship Agreement includes a commitment statement which sets out:

- The planned content and schedule for eligible training (and must also include end-point assessment if they are undertaking a standard).
- What is expected and offered by the apprenticeship provider, Stars Day Nurseries, and the apprentice to achieve the apprenticeship.
- The apprenticeship programme information, which should include the following as a minimum: - Details of the apprenticeship being followed, including start and end-dates for the apprenticeship training and (where applicable) end-point assessment and key milestones for mandatory or other qualification achievements.
- Details on which elements are eligible for funding and necessary to meet any end-point assessment, those which are extra and not eligible for co-investment but will be fully funded by the employer-provider, and those fully funded by the ESFA, including maths and English.
- The list of all organisations delivering the training including English and maths and the apprentice assessment organisation (where applicable).
- Roles and responsibilities for the line manager and the apprentice and arrangements for how both parties will work together; this must include contact details and the expected commitment from each party to ensure the smooth running and day-to-day delivery of the apprenticeship, including, for example:
Apprentice: attendance and study time (to include off-the-job training)
Employer-provider: commitment to wages and time off to study in the working day, support, and guidance available and how to access this.
- The process for resolving any queries or complaints regarding the apprenticeship, including its quality and the escalation process to the Education and Skills Funding Agency (funding body) through the apprenticeship helpline.

Leadership and Management: Students

Policy Intent

At Stars Day Nurseries we are committed to sharing good practice with those wishing to pursue a career in childcare. We welcome students to join our staff team and gain work experience within our settings.

Aspire – A framework for the delivery of the Early Years Foundation Stage Curriculum

The Training Package supports every staff member to achieve their career goals, fulfil their job roles and meet statutory regulations.

The EYFS Statutory Guidance

3.20. Providers must follow their legal responsibilities under the Equality Act 2010 including the fair and equal treatment of practitioners regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

3.21. The daily experience of children in early years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills, knowledge, and a clear understanding of their roles and responsibilities. Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

Implementation

We will only offer placements to students who are associated with a recognised child-related course, or on occasions, pupils from local secondary schools on work experience. We offer placements only after discussions with the appropriate tutors, appropriate references from the Head of College/school/training provider, and the establishment of close links with the college, training provider or school. Setting managers are responsible for enrolment, interview, induction, and appropriate safer recruitment checks for students.

We expect all students to visit the setting for an interview, followed by their student induction and setting tour. At this time, students will have the opportunity to read and discuss relevant health and safety policies, receive a copy of the Handbook, and sign their contract in readiness for their first day.

Our policy for those on placements is as follows:

- All students will have an enhanced Disclosure and Barring Service (DBS) check before their placement begins.
- All students are assigned to a senior member of staff who will supervise their work and explain the health, safety, and fire requirements of the setting.

- Students will be always supervised by the member of staff assigned to them and will not be left alone with the children. Students will not change nappies or undertake any intimate care or changing of children's clothing.
- Students will be supported to understand setting policies and procedures.
- We require students to keep to our confidentiality policy.
- It is expected that during the student's placement, their tutor will visit the setting or have verbal communication with the Student Co-ordinator to receive feedback about the student's progress.
- Students will be offered support and guidance throughout their placement and given constructive, honest feedback in respect of their performance. Staff will respect individual students' needs and abilities.
- An accurate evaluation of ability and performance for both students and training providers will be provided, and the setting will support students who are experiencing difficulties with action plans if needed.
- To maintain parent partnerships, parents will be informed when students are present in the setting e.g., via the parent noticeboard. Wherever possible this will be accompanied by a recent photograph of the student.
- All students on placement must adhere to the same codes of conduct as permanent staff including timekeeping and dress codes.
- All students are encouraged to contribute fully to the setting routine and to spend some time in every area.
- Students will be required to undertake regulatory training in Safeguarding, Food Hygiene, Health and Safety and Prevent and FGM.

In some cases, we may consider taking students on long term placements (aged 16 and over). This will be the discretion of the setting manager and only will only occur when the setting manager is satisfied the student is competent and responsible.

Stars Day Nurseries reserve the right to terminate a student placement if the following occurs:

- A student is found in breach of the settings policies and procedures.
- A student exhibits poor performance that does not improve after the implementation of a Performance plan – this will be conducted with the students college/school/training provider and comply with the Performance Management Policy.

Leadership and Management: Volunteers

Policy Intent

At Stars Day Nurseries we recognise the benefits that volunteers bring to the setting. In return we hope to give volunteers an opportunity to share their skills in a different environment and to undertake new experiences. Volunteers in settings must be authorised by the Senior Management Team.

Aspire – A framework for the delivery of the Early Years Foundation Stage Curriculum

The Training Package supports every staff member to achieve their career goals, fulfil their job roles and meet statutory regulations.

The EYFS Statutory Guidance

3.20. Providers must follow their legal responsibilities under the Equality Act 2010 including the fair and equal treatment of practitioners regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

3.21. The daily experience of children in early years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills, knowledge, and a clear understanding of their roles and responsibilities. Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

Implementation

Status of volunteers

A volunteer is not an employee and will not have a contract of employment with Stars Day Nurseries. We will, however, insist that the volunteer follows all setting procedures in the same manner as a paid employee to ensure consistency, safety and quality of care and early learning for the children. Volunteers will always be supervised.

Volunteers will be required to undertake regulatory training in Safeguarding, Food Hygiene, Health and Safety, and Prevent and FGM.

Enhanced Disclosure and Barring Service (DBS) check

All volunteers will have suitability checks in place prior to starting at the setting. This will include an enhanced DBS check which will be paid for by the volunteer, and receipt of two references.

Policies and procedures

Volunteers are expected to comply with all the setting's policies and procedures. The volunteer's induction process will include an explanation of this.

Confidentiality

Volunteers should not disclose information about the setting, staff, children, and families as stated in the confidentiality policy and should always follow the setting confidentiality procedure.

Volunteer's induction pack

On commencing their volunteer work, the volunteer will be given a pack containing:

- General information about the setting.
- A copy of the volunteering policy.
- A confidentiality statement which will require reading, signing, and returning to the setting manager.
- Details of access to all setting relevant policies and procedures.

Volunteer support

- The setting manager will take the volunteer through their induction and offer support and advise them throughout their time in the setting.
- The volunteer will also team up with a buddy for advice and guidance when working with the children.
- Volunteers will be always supervised by the member of staff assigned to them and will not be left alone with the children. Volunteers will not change nappies or undertake any intimate care or changing of children's clothing.
- Volunteers will be offered support and guidance and given constructive, honest feedback in respect of their performance. Staff will respect individual volunteers' needs and abilities.
- To maintain parent partnerships, parents will be informed when volunteers are present in the setting e.g., via the parent noticeboard. Wherever possible this will be accompanied by a recent photograph of the volunteer.
- All volunteers must adhere to the same codes of conduct as permanent staff including timekeeping and dress codes.
- All volunteers are encouraged to contribute fully to the setting routine and to spend some time in every area.

Stars Day Nurseries reserve the right to terminate a volunteer place if the following occurs:

- A volunteer is found in breach of the settings policies and procedures.
- A volunteer exhibits poor performance that does not improve after the implementation of a Performance plan – this will be conducted with the volunteer's buddy and comply with the Performance Management Policy.

Leadership and Management: Agency Staff

Policy Intent

At Stars Day Nurseries we recognise the benefits that Agency Staff bring to the setting during times of employee sickness or during recruitment. Agency staff must be authorised by the Senior Management Team and be from a Stars Day Nurseries approved provider. (List of providers is available from Head Office)

The EYFS Statutory Guidance

3.20. Providers must follow their legal responsibilities under the Equality Act 2010 including the fair and equal treatment of practitioners regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

3.21. The daily experience of children in early years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills, knowledge, and a clear understanding of their roles and responsibilities. Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

Implementation

Status of Agency staff

Agency staff are not employees and will not have a contract of employment with Stars Day Nurseries. We will, however, insist that the Agency staff member follows all setting procedures in the same manner as a paid employee to ensure consistency, safety and quality of care and early learning for the children. Agency staff will always be supervised.

Agency Staff HR Records will be kept in Head Office and shared with the specific allocated setting. Qualification certificates must be supplied by the Provider.

Agency staff will be required to have undertaken regulatory training in Safeguarding, Food Hygiene, and Prevent. This training is available in setting if the Agency staff member requires it on induction.

Agency Staff will be expected to have Paediatric First Aid Training and certificates must be supplied by the Provider.

Enhanced Disclosure and Barring Service (DBS) check

All Agency staff will have suitability checks in place prior to starting at the setting. This will include an enhanced DBS check which will be paid for by the provider, and receipt of two references.

Policies and procedures

Agency staff are expected to comply with all the setting's policies and procedures. The Agency Staff's induction process will include an explanation of this.

Confidentiality

Agency staff should not disclose information about the setting, staff, children, and families as stated in the confidentiality policy and should always follow the setting confidentiality procedure.

Agency staff induction pack

On commencing work, the Agency staff will be given a pack containing:

- General information about the setting.
- A copy of the Agency staff policy.
- A confidentiality statement which will require reading, signing, and returning to the setting manager.
- Details of access to all setting relevant policies and procedures.

Agency staff support

- The setting manager will take the Agency staff through their induction and offer support and advise them throughout their time in the setting.
- The Agency staff will also team up with a buddy for advice and guidance when working with the children.
- Agency staff will be always supervised by the member of staff assigned to them and will not be left alone with the children. Agency staff will not change nappies or undertake any intimate care or changing of children's clothing.
- Agency staff will be offered support and guidance and given constructive, honest feedback in respect of their performance. Staff will respect individual Agency staff's needs and abilities.
- To maintain parent partnerships, parents will be informed when Agency staff are present in the setting e.g., via the parent noticeboard. Wherever possible this will be accompanied by a recent photograph of the Agency staff.
- All Agency staff must adhere to the same codes of conduct as permanent staff including timekeeping and dress codes.
- All Agency staff are encouraged to contribute fully to the setting routine and to spend some time in every area.

Stars Day Nurseries reserve the right to terminate an Agency staff place if the following occurs:

- An Agency staff member is found in breach of the settings policies and procedures.
- An Agency staff member exhibits poor performance that does not improve after a supervision meeting with the setting Manager.

Self-employed Staff

On occasions Stars Day Nurseries may use self-employed Staff. These staff will be subject to the same terms and conditions stated in this policy. HR Records for self-employed staff will be kept in Head Office to prove suitability to work and proof of qualifications and training.

Leadership and Management: Donations

Policy Intent

At Stars Day Nurseries we recognise the importance of recycling in supporting sustainability. We therefore welcome donations from staff and the public and ensure that they are suitable for the Early Years environment. Any donations found to be unsuitable are repurposed or donated to local charities.

Implementation

When a donation is received in setting, the setting Manager will:

- Assess the suitability of the donation for the Early Years environment.
- Quarantine all donations for 72 hours and ensure they are thoroughly cleaned with anti-bacterial cleaner.
- Implement a risk assessment and choke test for any donations to be used in child-facing rooms.
- Train staff on how to use the donated item suitably with children.
- Ensure adequate storage is available for the donated item.

If a donation is deemed unsuitable for the Early Years environment, the setting Manager will:

- Contact Head Office to see whether the donated item is suitable for use in forthcoming events.
- Arrange for the donated item to be repurposed.
- Donate the item to a local charity.

Acceptable donations:

Toys, games, and puzzles
Home corner items, gardening equipment and plants
Paper, card, cardboard boxes, and stationary items
Books
Children's clothing

Unacceptable donations:

Cuddly toys
Soft furnishings
Electrical items – unless plugs removed.
Food and drink to be consumed in setting.
Any item unsuitable for children under 3 years of age

Links to Legislation and further guidance

Children Act 1989

<http://www.legislation.gov.uk/ukpga/1989/41/contents>

Children Act 2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Childcare Act 2006

http://www.legislation.gov.uk/ukpga/2006/21/pdfs/ukpga_20060021_en.pdf

Children and Social Work Act 2017

<http://www.legislation.gov.uk/ukpga/2017/16/contents/enacted>

Counter-Terrorism and Security Act 2015.

<https://www.gov.uk/government/collections/counter-terrorism-and-security-bill>

Criminal Justice and Court Services Act 2000

<http://www.legislation.gov.uk/ukpga/2000/43/contents>

Data Protection Act 1998

<https://www.legislation.gov.uk/ukpga/1998/29/contents>

Equalities Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

GDPR 2018

<https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>

Human Rights Act 1999

<https://www.legislation.gov.uk/ukpga/1998/42/contents>

Race Relations (Amendment) Act 1976 Regulations and 2000

<http://www.legislation.gov.uk/ukpga/1976/74/enacted>

<https://www.legislation.gov.uk/ukdsi/2003/0110461835>

Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents>

The Early Years Foundation Stage Statutory Guidance

[Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

The Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

The Health and Safety at Work Act 1974

<http://www.hse.gov.uk/legislation/hswa.htm>

The SEND Code of Practice 2014

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

UK Government Guidance (A):

<https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

UK Government Guidance (B):

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities>

Links to additional information

Apprenticeships – Supporting young apprentices: guidance for employers

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755071/L_W_Supporting_young_apprentice_guide_V7_HR.pdf

DfE (2017) Examples of Early Years Menus

<https://www.gov.uk/government/publications/example-menus-for-early-years-settings-in-england>

DfE (2021) School Food Standards

<https://www.gov.uk/government/publications/school-food-standards-resources-for-schools/school-food-standards-practical-guide>

DoHSC (2019) Chief Medical Officers Physical Activity Guidelines

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/832868/uk-chief-medical-officers-physical-activity-guidelines.pdf

Early Help in Peterborough:

<https://www.peterborough.gov.uk/healthcare/professionals-area/early-help/the-early-help-approach-in-peterborough/>

<https://www.peterborough.gov.uk/healthcare/professionals-area/early-help/families-with-a-range-of-health-problems/>

Early Years Compliance Handbook

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/789620/Early_Years_Compliance_Handbook_260319.pdf

FSA (2019) Safer Food Better Business

<https://www.food.gov.uk/sites/default/files/media/document/sfbb-caterers-pack-fixed.pdf>

Government funding information can be found at:

<https://www.childcarechoices.gov.uk/>

<http://www.peterborough.gov.uk/FreeforTwos>

<https://www.peterborough.gov.uk/residents/nurseries-and-childcare/free-childcare-for-three-and-four-year-olds/>

RIDDOR – Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
<https://www.hse.gov.uk/riddor/>

The Local Offer
<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

United Nations Convention on the Rights of the Child:
<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

Working together to safeguard children 2015
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

What to do if you're worried a child is being abused 2015
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Appendices

Appendix A

GDPR PRIVACY NOTICE FOR CHILDREN ATTENDING STARS DAY NURSERIES LIMITED AND THEIR PARENTS

WHAT IS THE PURPOSE OF THIS DOCUMENT?

Stars Day Nurseries Ltd (“the Nursery” or “we”) is committed to protecting the privacy and security of your personal information.

This privacy notice describes how the Nursery collects and uses personal information about children attending the Nursery (“Child” or “Children”) and the parents of the Children (“Parents”) (known collectively as “You” or “Your”), in accordance with the General Data Protection Regulation (GDPR).

The Nursery is a “data controller.” This means that we are responsible for deciding how we hold and use personal information about You. We are required under data protection legislation to notify You of the information contained in this privacy notice. This notice applies to Children and Parents. This notice does not form part of any contract to provide services. We may update this notice at any time but if we do so, we will provide You with an updated copy of this notice as soon as reasonably practical. It is important that Parents read and retain this notice, together with any other privacy notice we may provide on specific occasions when we are collecting or processing personal information about You, so that You are aware of how and why we are using such information and what Your rights are under the data protection legislation.

DATA PROTECTION PRINCIPLES

We will comply with data protection law. This says that the personal information we hold about You must be:

1. Used lawfully, fairly and in a transparent way.
2. Collected only for valid purposes that we have clearly explained to You and not used in any way that is incompatible with those purposes.
3. Relevant to the purposes we have told You about and limited only to those purposes.
4. Accurate and kept up to date.
5. Kept only if necessary for the purposes we have told You about.
6. Kept securely.

THE KIND OF INFORMATION WE HOLD ABOUT YOU

Personal data, or personal information, means any information about an individual from which that person can be identified. It does not include data where the identity has been removed (anonymous data).

There are “special categories” of more sensitive personal data which require a higher level of protection, such as information about a person’s health or sexual orientation.

Children:

We will collect, store, and use the following categories of personal information about Children:

- Name
- Date of birth
- Home address
- Dietary requirements
- Attendance information

- Photographs and video clips of the Child to signpost Children to where their belongings are stored at the Nursery that they attend, and for general display purposes
- Emergency contact should Parents be unavailable and the emergency contact's contact details
- Record book for each Child containing the work of the Child whilst at the Nursery, observations about the Child's development whilst at the Nursery from Employees of the Nursery, specific examples of the Child's progress, photographs demonstrating the Child's development whilst at the Nursery, and personal details of the Child (e.g. their date of birth) ("Progress Report")
- Records relating to individual Children e.g. care plans, common assessment frameworks, speech and language referral forms
- Accidents and pre-existing injuries forms
- Records of any reportable death, injury, disease, or dangerous occurrence
- Observation, planning and assessment records of Children

We may also collect, store, and use the following "special categories" of more sensitive personal information:

- Information about a Child's race or ethnicity, spoken language and nationality.
- Information about a Child's health, including any medical condition, health, and sickness records.
- Information about a Child's accident or incident reports including reports of pre-existing injuries.
- Information about a Child's incident forms / child protection referral forms / child protection case details / reports.

Parents:

We will collect, store, and use the following categories of personal information about Parents:

- Name
- Home address
- Telephone numbers, and personal email addresses.
- National Insurance number
- Bank account details.

We may also collect, store, and use the following "special categories" of more sensitive personal information:

- Information about a Parent's race or ethnicity, spoken language and nationality.
- Conversations with Parents where Employees of the Nursery deem it relevant to the prevention of radicalisation or other aspects of the governments Prevent strategy.

HOW IS YOUR PERSONAL INFORMATION COLLECTED?

Children and Parents:

We collect personal information about Children and Parents from when the initial enquiry is made by the Parents, through the enrolment process and until the Children stop using the Nursery's services.

HOW WE WILL USE INFORMATION ABOUT YOU

We will only use Your personal information when the law allows us to. Most commonly, we will use Your personal information in the following circumstances:

1. Where we need to perform the contract, we have entered with You.
2. Where we need to comply with a legal obligation.
3. Where it is necessary for our legitimate interests (or those of a third party) and Your interests and fundamental rights do not override those interests.

We may also use Your personal information in the following situations, which are likely to be rare:

1. Where we need to protect Your interests (or someone else's interests).
2. Where it is needed in the public interest or for official purposes.

Situations in which the Nursery will use personal information of Children.

We need all the categories of information in the list above (see Children Section within the Paragraph entitled 'The Kind of Information We Hold About You') primarily to allow us to perform our obligations (including our legal obligations to Children. The situations in which we will process personal information of Children are listed below.

- Upon consent from the Parents, Personal Data of Children will be shared with schools for progression into the next stage of their education.
- Personal information of Children will be shared with local authorities without the consent of Parents where there is a situation where child protection is necessary.
- The personal information of Children will be shared with local authorities without the consent of Parents for funding purposes.
- Ofsted will be allowed access to the Nursery's systems to review child protection records.
- To ensure we meet the needs of the Children
- To enable the appropriate funding to be received
- Report on a Child's progress whilst with the Nursery
- To check safeguarding records
- To check complaint records
- To check attendance patterns are recorded
- When a Child's Progress Report is given to its Parent for that Parent to pass the same Progress Report to a school for application or enrolment purposes

Situations in which the Nursery will use personal information of Parents.

We need all the categories of information in the list above (see Parents Section within the Paragraph entitled 'The Kind of Information we Hold About You') primarily to allow us to perform our contracts with Parents and to enable us to comply with legal obligations. The situations in which we will process personal information of Parents are listed below.

- The personal information of Parents will be shared with local authorities without the consent of Parents for funding purposes.
- To report on a Child's attendance
- To be able to contact a Parent or a Child's emergency contact about their Child
- To ensure nursery fees are paid

If Parents fail to provide personal information If Parents fail to provide certain information when requested, we may not be able to perform the respective contracts we have entered with Parents, or we may be prevented from complying with our respective legal obligations to Children and Parents. Change of purpose We will only use Your personal information for the purposes for which we collected it, unless we reasonably consider that we need to use it for another reason and that reason is compatible with the original purpose. If we need to use Your personal information for an unrelated purpose, we will notify the Parent or Child, as is appropriate in the circumstances, and we will explain the legal basis which allows us to do so. Please note that we may process a Child's or a Parent's personal information without their respective knowledge or consent, as relevant to the circumstances, in compliance with the above rules, where this is required or permitted by law.

HOW WE USE PARTICULARLY SENSITIVE PERSONAL INFORMATION

"Special categories" of particularly sensitive personal information require higher levels of protection. We need to have further justification for collecting, storing, and using this type of personal information. We have in place an appropriate policy document and safeguards which we are required by law to maintain when processing such data. We may process special categories of personal information in the in limited circumstances, with Parent explicit written consent.

Less commonly, we may process this type of information where it is needed in relation to legal claims or where it is needed to protect a Child or a Parents' interests (or someone else's interests) and the Child or Parent as is appropriate is not capable of giving consent, or where the Parent has already made the information public.

INFORMATION ABOUT CRIMINAL CONVICTIONS

We may only use information relating to criminal convictions where the law allows us to do so. This will usually be where such processing is necessary to carry out our obligations and provided, we do so in line with our data protection policy.

Less commonly, we may use information relating to criminal convictions where it is necessary in relation to legal claims, where it is necessary to protect the interests of You (or someone else's interests) and You are not capable of giving your consent, or where a Parent has already made the information public.

We envisage that we will hold information about criminal convictions. We will only collect information about criminal convictions if it is appropriate given the nature of the role and where we are legally able to do so, which includes but is not limited to Disclosure and Barring Service ("DBS") checks.

We are allowed to use your personal information in this way to carry out our obligations. We have in place an appropriate policy and safeguards which we are required by law to maintain when processing such data.

AUTOMATED DECISION-MAKING

Automated decision-making takes place when an electronic system uses personal information to decide without human intervention. We are allowed to use automated decision-making in the following circumstances:

1. Where we have notified Parents of the decision and given the Parent 21 days to request a reconsideration.
2. Where it is necessary to perform the contract with a Parent and appropriate measures are in place to safeguard the Child's or the Parent's rights as is appropriate.
3. In limited circumstances, with explicit written consent from the Parent and where appropriate measures are in place to safeguard Parent rights.

If we make an automated decision based on any particularly sensitive personal information, we must have either explicit written consent from a Parent or it must be justified in the public interest, and we must also put in place appropriate measures to safeguard a Parents right as is relevant in the circumstances.

You will not be subject to decisions that will have a significant impact on You based solely on automated decision making unless we have a lawful basis for doing so and we have notified the Parent as is appropriate in the circumstances.

DATA SHARING

We may have to share Child or Parent data with third parties, including third-party service providers and other entities in the group.

We require third parties to respect the security of Your data and to treat it in accordance with the law.

Why might the Nursery share Child or Parent personal information with third parties? We will share Your personal information with third parties where required by law, where it is necessary to administer the working relationship with You or where we have another legitimate interest in doing so. Which third-party service providers process my personal information?" Third parties" includes third-party service providers (including contractors and designated agents), local authorities, regulatory bodies, schools and other entities within our group. The following third-party service providers process personal information about you for the following purposes:

- Local Authorities – for funding and monitoring reasons (e.g., equal opportunities and uptake of funded hours)
- Regulatory bodies – for ensuring compliance and the safety and welfare of the children
- Schools – to provide a successful transition by ensuring information about the child's progress and current level of development and interests are shared

We will share personal data regarding your participation in any pension arrangement operated by a group company with the trustees or scheme managers of the arrangement in connection with the administration of the arrangements.

How secure is my information with third-party service providers and other entities in our group? All our third-party service providers and other entities in the group are required to take appropriate security measures to protect Your personal information in line with our policies. We do not allow our third-party service providers to use Your personal data for their own purposes. We only permit them to process Your personal data for specified purposes and in accordance with our instructions. What about other third parties? We may share Your personal information with other third parties, for example in the context of the possible sale or restructuring of the business. In this situation we will, so far as possible, share anonymised data with the other parties before the transaction completes. Once the transaction is completed, we will share Your personal data with the other parties if and to the extent required under the terms of the transaction. We may also need to share Your personal information with a regulator or to otherwise comply with the law.

DATA RETENTION

How long will you use my information for? We will only retain Your personal information for as long as necessary to fulfil the purposes we collected it for, including for the purposes of satisfying any legal, accounting, or reporting requirements. Details of retention periods for different aspects of your personal information are available in our retention policy which is available from the setting managers. To determine the appropriate retention period for personal data, we consider the amount, nature, and sensitivity of the personal data, the potential risk of harm from unauthorised use or disclosure of Your personal data, the purposes for which we process Your personal data and whether we can achieve those purposes through other means, and the applicable legal requirements. In some circumstances we may anonymise Your personal information so that it can no longer be associated with You, in which case we may use such information without further notice to You. Once you are no longer a Child benefiting from the Nursery's services or a Parent, as is appropriate, we will retain and securely destroy your personal information in accordance with our data retention policy.

RIGHTS OF ACCESS, CORRECTION, ERASURE, AND RESTRICTION

Your duty to inform us of changes It is important that the personal information we hold about You is accurate and current. Please keep us informed if your personal information changes during your working relationship with us. Your rights in connection with personal information Under certain circumstances, by law You have the right to:

- Request access to Your personal information (commonly known as a “data subject access request”). This enables You to receive a copy of the personal information we hold about You and to check that we are lawfully processing it.
- Request correction of the personal information that we hold about You. This enables You to have any incomplete or inaccurate information we hold about You corrected.
- Request erasure of your personal information. This enables Parents to ask us to delete or remove personal information where there is no good reason for us continuing to process it. You also have the right to ask us to delete or remove Your personal information where You have exercised Your right to object to processing (see below).
- Object to processing of Your personal information where we are relying on a legitimate interest (or those of a third party) and there is something about Your situation which makes You want to object to processing on this ground. You also have the right to object where we are processing Your personal information for direct marketing purposes.
- Request the restriction of processing of Your personal information. This enables Parents to ask us to suspend the processing of personal information about You for example if You want us to establish its accuracy or the reason for processing it.
- Request the transfer of Your personal information to another party.

If You want to review, verify, correct, or request erasure of Your personal information, object to the processing of Your personal data, or request that we transfer a copy of Your personal information to another party, please contact the manager in writing. No fee usually required You will not have to pay a fee to access Your personal information (or to exercise any of the other rights). What we may need from You We may need to request specific information from You to help us confirm your identity and ensure Your right to access the information (or to exercise any of Your other rights). This is another appropriate security measure to ensure that personal information is not disclosed to any person who has no right to receive it.

RIGHT TO WITHDRAW CONSENT

In the limited circumstances where You may have provided Your consent to the collection, processing, and transfer of Your personal information for a specific purpose, you have the right to withdraw Your consent for that specific processing at any time. To withdraw Your consent, please contact [the manager]. Once we have received notification that You have withdrawn Your consent, we will no longer process Your information for the purpose or purposes You originally agreed to, unless we have another legitimate basis for doing so in law.

CHANGES TO THIS PRIVACY NOTICE

We reserve the right to update this privacy notice at any time, and we will provide You with a new privacy notice when we make any substantial updates. We may also notify You in other ways from time to time about the processing of your personal information.

If you have any questions about this privacy notice, please contact your setting manager.

Infection	Exclusion period	Comments
Athlete's foot	None	Athlete's foot is not a serious condition. Treatment is recommended.
Chicken pox	Five days from onset of rash and all the lesions have crusted over	
Cold sores (herpes simplex)	None	Avoid kissing and contact with the sores. Cold sores are generally mild and heal without treatment
Conjunctivitis	None	If an outbreak/cluster occurs, consult your local HPT
Diarrhoea and vomiting	Whilst symptomatic and 48 hours after the last symptoms.	See section in chapter 9
Diphtheria *	Exclusion is essential. Always consult with your local HPT	Preventable by vaccination. Family contacts must be excluded until cleared to return by your local HPT
Flu (influenza)	Until recovered	Report outbreaks to your local HPT.
Glandular fever	None	
Hand foot and mouth	None	Contact your local HPT if a large numbers of children are affected. Exclusion may be considered in some circumstances
Head lice	None	Treatment recommended only when live lice seen
Hepatitis A*	Exclude until seven days after onset of jaundice (or 7 days after symptom onset if no jaundice)	In an outbreak of hepatitis A, your local HPT will advise on control measures
Hepatitis B*, C*, HIV	None	Hepatitis B and C and HIV are blood borne viruses that are not infectious through casual contact. Contact your local HPT for more advice
Impetigo	Until lesions are crusted /healed or 48 hours after starting antibiotic treatment	Antibiotic treatment speeds healing and reduces the infectious period.
Measles*	Four days from onset of rash and recovered	Preventable by vaccination (2 doses of MMR). Promote MMR for all pupils and staff. Pregnant staff contacts should seek prompt advice from their GP or
Meningococcal meningitis*/ septicaemia*	Until recovered	Meningitis ACWY and B are preventable by vaccination (see national schedule @ www.nhs.uk). Your local HPT will advise on any action needed
Meningitis* due to other bacteria	Until recovered	Hib and pneumococcal meningitis are preventable by vaccination (see national schedule @ www.nhs.uk) Your local HPT will advise on any action needed
Meningitis viral*	None	Milder illness than bacterial meningitis. Siblings and other close contacts of a case need not be excluded.
MRSA	None	Good hygiene, in particular handwashing and environmental cleaning, are important to minimise spread. Contact your local HPT for more information
Mumps*	Five days after onset of swelling	Preventable by vaccination with 2 doses of MMR (see national schedule @ www.nhs.uk). Promote MMR for all pupils and staff.

Ringworm	Not usually required.	Treatment is needed.
Rubella (German measles)	Five days from onset of rash	Preventable by vaccination with 2 doses of MMR (see national schedule @ www.nhs.uk). Promote MMR for all pupils and staff. Pregnant staff contacts should seek prompt advice from their GP or midwife
Scarlet fever	Exclude until 24hrs of appropriate antibiotic treatment completed	A person is infectious for 2-3 weeks if antibiotics are not administered. In the event of two or more suspected cases, please contact local health
Scabies	Can return after first treatment	Household and close contacts require treatment at the same time.
Slapped cheek /Fifth disease/Parvo virus B19	None (once rash has developed)	Pregnant contacts of case should consult with their GP or midwife.
Threadworms	None	Treatment recommended for child & household
Tonsillitis	None	There are many causes, but most cases are due to viruses and do not need an antibiotic treatment
Tuberculosis (TB)	Always consult your local HPT BEFORE disseminating information to staff/parents/carers	Only pulmonary (lung) TB is infectious to others. Needs close, prolonged contact to spread
Warts and verrucae	None	Verrucae should be covered in swimming pools, gyms and changing rooms
Whooping cough (pertussis)*	Two days from starting antibiotic treatment, or 21 days from onset of symptoms if no antibiotics	Preventable by vaccination. After treatment, non-infectious coughing may continue for many weeks. Your local HPT will organise any contact tracing